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ABSTRACT

This report describes the progress of the Michigan Adult Literacy Initiative (MALI), adopted by the Michigan Board of Education in 1985, through 1990. It covers the collaborative accomplishments of a statewide team of literacy supporters that represents a comprehensive spectrum of public and private concerns. Part I is an introduction that discusses the following: the origin of MALI; responsibilities of the Michigan Department of Education, Statewide Literacy Coordinators, and Regional Literacy Facilitators; and collaborators and benefits of collaboration. A chart lists contributions made by literacy collaborators. Part II provides descriptions of the following literacy collaborators: adult basic education; volunteer tutoring; libraries; students; government agencies; colleges and universities; business, industry, and labor; the media; community-based organizations; foundations; and religious organizations. Part III focuses on programs that have been developed for special populations: English as a Second Language, migrant literacy, the incarcerated, family literacy, homeless people, health impaired, senior citizens, youth, and children. A section outlines some highlights of MALI: Staff Development Collaborative grants, Job Training Partnership Act, literacy conferences, Michigan Method of tutor training, literacy hotline, National Issues Forums, adult learners' Leadership Academy, and Michigan Institute for Adult Learning and Literacy. Part IV is a summary. (YLB)

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Michigan Adult Literacy Initiative

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Five-Year Report: 1985-1990

Michigan State Board of Education

CE 063 483

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Michigan Adult Literacy Initiative

Five-Year Report: 1985-1990

A report on the progress of the Michigan literacy campaign, presented as a model of collaboration among schools, volunteers, libraries, government agencies, colleges and universities, business and labor, the media, foundations, community-based organizations, and religious orgranizations.

Michigan State Board of Education

RECYCLED PAPER

This report was prepared
by Patricia Frey

with assistance from

Ronald Gillum	Gloria Grady Mills	Ken Walsh
Lois Bader	Elizabeth Jackson	Janice Session
Judith Banfield	Susan Ledy	William Sutter
Alice Beery	Maude Lee	Barbara Trippe
Larry Deck	Mary Jo Nye	Virginia Watson
Marsha DeVergilio	Carole Prisk	Cathryn Weiss
Sharon Granger		

and countless other literacy supporters who contributed directly and indirectly to projects and documents that were used to compile this report.

This report is dedicated
to the memory of Mae Mittag,
Adult Basic Education Consultant,
literacy promoter,
and friend.

Dr. Ronald Gillum
State Director
Adult Extended Learning Services

Dr. C. Danford Austin
Associate Superintendent
Postsecondary Education

Dr. Robert E. Schiller
Superintendent of Public Instruction

Adult Extended Learning Services
Bureau of Post Secondary Education
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

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FOREWORD

Purpose

This report describes the progress of the Michigan Adult Literacy Initiative through 1990. The Michigan Adult Literacy Initiative (MALI), adopted by the Michigan Board of Education in 1985, is a plan to reduce adult illiteracy in the state.

The MALI plan was developed and has been implemented by a statewide team of literacy supporters that represents a comprehensive spectrum of public and private concerns. This report covers the collaborative accomplishments of this team. Credit for the progress of the Literacy Initiative belongs to all the members of the team.

While every attempt was made to acknowledge all contributions, some inadvertent omissions were probably made. In addition, some lists of specific contributors were too lengthy to be included. In neither case was the omission intended to diminish the value of the services.

Because of the great amount of national attention that has been given to the definitions, statistics, causes, and effects of adult illiteracy, these topics are not included in the report. Information about these topics or about details of any items in this report may be obtained from the Michigan Department of Education.

Audience

This report was prepared for the literacy providers themselves, for interested supporters, and for policy makers.

It is hoped that this report will provide acknowledgment of the great progress that the literacy providers have made; ideas for program improvement; and policy guidance for the planning and implementation of future collaborative efforts, in education and in other fields, in Michigan and elsewhere.

INTRODUCTION

ORIGIN OF THE LITERACY INITIATIVE

In January 1984, the Michigan State Board of Education made a commitment to "eliminate illiteracy and underachievement for the youth and adults of Michigan" in its document "Better Education for Michigan Citizens: A Blueprint for Action." Later that year, Dr. Ronald Gillum, Director of the Michigan Department of Education's Adult Extended Learning Services, convened a Statewide Coordinating Committee to examine the problem of adult illiteracy in Michigan and to plan the Michigan Adult Literacy Initiative.

THE PLAN

The Michigan Adult Literacy Initiative (MALI) was conceived as a five-year plan to expand and coordinate statewide activities to reduce adult functional illiteracy in the state of Michigan. The Michigan State Board of Education approved this plan in June 1985.

Partnership

The Initiative calls for "a partnership between any and all public and private organizations interested in and affected by illiteracy, for in cooperation lies strength and mutual benefit. Furthermore, this partnership and spirit of mutual cooperation at the state level is essential if it is to occur at the local level where all efforts at reducing illiteracy must be focused if success is to be achieved."

The Initiative calls for "a partnership between any and all public and private organizations interested in and affected by illiteracy."

Objectives

Three objectives were outlined by the Initiative:

1. Raise the level of awareness of the scope of illiteracy problems in the state.

2. Develop comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy.

3. Recruit and train 3000 volunteers to assist in the literacy effort.

MICHIGAN DEPARTMENT OF EDUCATION

The **Michigan Department of Education**, under the direction of the Michigan State Board of Education and through its office of Adult Extended Learning Services, has been the motivating and sustaining force behind the Initiative.

The office of **Adult Extended Learning Services** provided the following services to the literacy effort:

- Convened the Planning Committee for the Michigan Adult Literacy Initiative in 1984.
- Designed the plan for the Michigan Adult Literacy Initiative.
- Coordinated the statewide and regional literacy activities through two Literacy Coordinators and fourteen Regional Literacy Facilitators.
- Helped establish new local volunteer literacy programs.
- Helped coordinate literacy-related activities with state agencies.
- Co-sponsored the annual State Literacy Conference.
- Initiated, organized, financed, or provided technical assistance to many projects listed in this report.
- Provided information to the media, to other states, to Michigan governmental offices, to organizations, to local literacy workers, and to literacy supporters.
- Provided major financial support to local literacy efforts through:
  - Federal Adult Education grants.
  - State Aid.
  - Staff Development grants.
  - Job Training Partnership Act (JTPA) funds.
  - Grants procured through private funding sources.
- Recognized outstanding students, tutors, teachers, and literacy supporters in award ceremonies.
- Operated a state literacy hotline.

The **Michigan State Board of Education** supported the Initiative with the following services:

- Approved the Michigan Adult Literacy Initiative in 1985.
- Issued annual proclamations designating September as Literacy Action Month.
- Approved the use of two Literacy Coordinators and fourteen part-time Regional Literacy Facilitators.
- Reviewed the progress of the Initiative annually.
- Approved the annual goals of the Initiative.

COORDINATORS AND FACILITATORS

To implement the objectives of the Initiative, the Michigan Department of Education, in partnership with local school districts and libraries, recruited two full-time Coordinators to manage the statewide effort. Fourteen part-time Facilitators were also selected to work with local literacy providers in each of the fourteen regions designated by the Planning Committee.

The **Statewide Literacy Coordinators** have been responsible for:

- Coordinating the efforts of the Regional Facilitators.
- Designing and implementing annual goals for promotion, expansion, and improvement of the Initiative.
- Planning and managing statewide conferences.
- Coordinating statewide promotional activities including Project Literacy U.S. campaigns, media interviews, and special events.
- Providing technical assistance and disseminating information.
- Collaborating with national literacy organizations and the U.S. Department of Education.
- Making presentations to media representatives and other groups.
- Collaborating with business, industry, and labor.
- Coordinating statewide literacy efforts with other agencies, such as universities, colleges, government committees, and various departments of the state government.
- Collaborating with other statewide literacy providers such as Michigan Literacy, Inc., the Library of Michigan, and the Michigan Reading Association.
- Initiating special statewide projects such as the Michigan Institute for Adult Learning and Literacy, the Michigan Method of tutoring, and the Adult Learner Writers Contest.

The **Regional Literacy Facilitators** have been responsible for:

- Initiating new programs in parts of their regions where none existed.
- Fostering collaboration among volunteer tutoring programs, adult education programs, libraries, universities, colleges, business, industry, labor, and community groups in their regions.
- Developing and implementing public awareness campaigns.
- Helping to plan and implement activities of Project Literacy U. S.
- Disseminating information.
- Developing a literacy volunteer curriculum.
- Providing technical assistance as needed.
- Training tutors.
- Serving on local, regional, and state literacy committees.
- Making presentations to media representatives, community groups, religious organizations, businesses, and service agencies.
- Sharing expertise with literacy workers from other regions and other states.
- Implementing statewide recognition strategies.
- Assisting in grant writing and fundraising events for local literacy efforts.
- Planning and managing statewide conferences.
- Helping to implement special projects on the local, regional, and state levels.
- Coordinating data collection activities.

Literacy Facilitator Regions

COLLABORATION

A key element of the Michigan Adult Literacy Initiative has been collaboration. Recognizing that illiteracy impacts the entire community, the Literacy Initiative has promoted community-wide partnerships to plan and implement solutions—local partnerships for local efforts and state partnerships for state efforts.

Literacy collaborators have included adult education offices, volunteer tutoring organizations, libraries, government agencies, colleges and universities, business and industry, organized labor, the media, community-based organizations, charitable foundations, religious organizations, and even the students themselves.

A key element of the Michigan Adult Literacy Initiative has been collaboration.

Benefits of Collaboration

- Better service to the student.
- Greater recruitment potential: Satisfied students are more likely to recruit other students through word of mouth.
- Reduced duplication of effort among agencies.
- Better cost/benefit ratio.
- Lower overall costs to taxpayers and grantors.

Contributions of Collaborators

The contributions made by literacy collaborators in Michigan fall into the categories listed on the next page. Each community has woven these contributions together in different patterns and with different mechanisms. Evidence suggests, however, that success depends not so much on the program design, but more on the spirit of the collaborators, as measured in communication, mutual respect, and focus on the common goal.

CONTRIBUTIONS OF LITERACY COLLABORATORS

TYPE OF CONTRIBUTION	COLLABORATORS										
	Adult Education	Tutor Organizations	Libraries	Students	Gov't	Colleges	Business/ Labor	The Media	CBOs*	Foundations	Religious Org.
PUBLICITY											
Recruitment of Students	√	√	√	√	√		√	√	√		√
Referral of Students	√	√	√	√	√		√		√		√
Recruitment of Tutors	√	√	√			√	√	√	√		√
General Publicity	√	√	√		√		√	√	√		√
PROGRAM											
Program Management	√	√	√			√	√		√		√
Tutor/Teacher Training	√	√	√			√			√		
Technical Expertise	√	√	√	√	√	√	√	√	√		
Student Peer Support				√							
Participant Recognition	√	√	√				√		√		
Instructional Materials	√	√	√				√		√		
Creation of Materials	√	√		√				√			
Testing Service	√	√	√			√					
Administrative Support	√	√	√	√	√	√	√	√	√		√
Job Training	√				√	√	√				
SPACE											
Office Space	√		√		√	√	√	√	√		√
Daily Classroom Space	√					√	√				√
Tutoring Space	√		√		√	√	√		√		√
Meeting/Seminar Space	√		√			√	√		√		√
FINANCES											
Direct Financial Support	√			√			√	√	√		√
Grant Proposal Writing	√	√	√			√	√		√		
Grant Funding					√		√			√	
Service as Fiscal Agent	√		√						√		
Fundraising Projects		√	√	√			√	√	√		√
POLITICAL SUPPORT											
Literacy Board Service	√	√	√	√	√	√	√	√	√		√
Official Proclamations					√						
Legislation					√						
Verbal & Written Support	√	√	√	√	√	√	√	√	√	√	√

* CBO = Community-Based Organization

ADULT BASIC EDUCATION

OVERVIEW

Adult Basic Education (ABE) provides classroom instruction for adults who lack elementary skills in reading, writing, arithmetic, and related lifeskills. ABE programs are generally managed by local school districts and are staffed by certified teachers. The Michigan Department of Education administers state and federal funding for ABE and coordinates statewide projects.

ABE provided much of the structure, stability, and resources necessary for the development of the Adult Literacy Initiative on the local level. As part of the Initiative, ABE developed networks with literacy collaborators, enhanced its program, raised its enrollment levels, and increased the use of volunteer tutors.

PROGRAM GROWTH

Over the course of the Literacy Initiative, Michigan experienced significant growth in its ABE programs:

- The number of ABE programs increased from 104 to 129.
- The number of ABE students rose from 59,000 to 69,000.

Programs have also grown in scope. Many programs which formerly offered classes at one site and time now offer a wide variety of options and services to the ABE student.

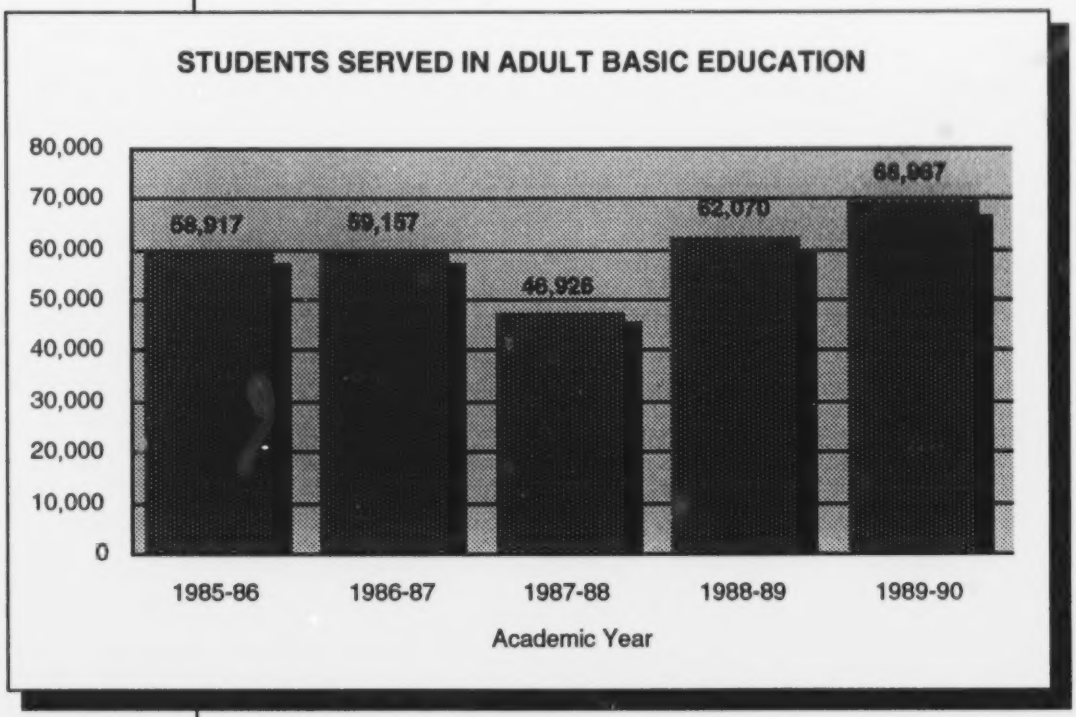
TYPICAL EVOLUTION OF ABE SERVICES

BASIC PROGRAM	ENHANCED PROGRAM
Basic curriculum	Basic curriculum plus job skills, parenting, computerized instruction, and other special classes
School site	School site, job sites, housing projects, community centers, jails, and other sites
No extra services	Child care and transportation
Evening classes	Day and evening

STUDENTS TAUGHT

Over the five-year period of the Initiative, the total number of students served by ABE programs in Michigan has increased by 17%.

The graph below shows the number of students served each year.



STUDENT PROGRESS

Students in ABE classes can show remarkable progress.

Extensive testing in **Flint**, for example, indicates an average of one year of progress after 100 hours of classroom instruction.

In a summer program sponsored by the **Mid-Michigan** Alliance for Community Development, students showed one year of progress after 70 hours of instruction.

Livonia students have consistently shown about one year of progress after thirty weeks of instruction (with variable hours per week).

COLLABORATION WITH VOLUNTEERS

As part of the Literacy Initiative, the Department of Education officially encourages collaboration between local volunteer literacy programs and Adult Basic Education programs. The degree and type of collaboration varies from community to community.

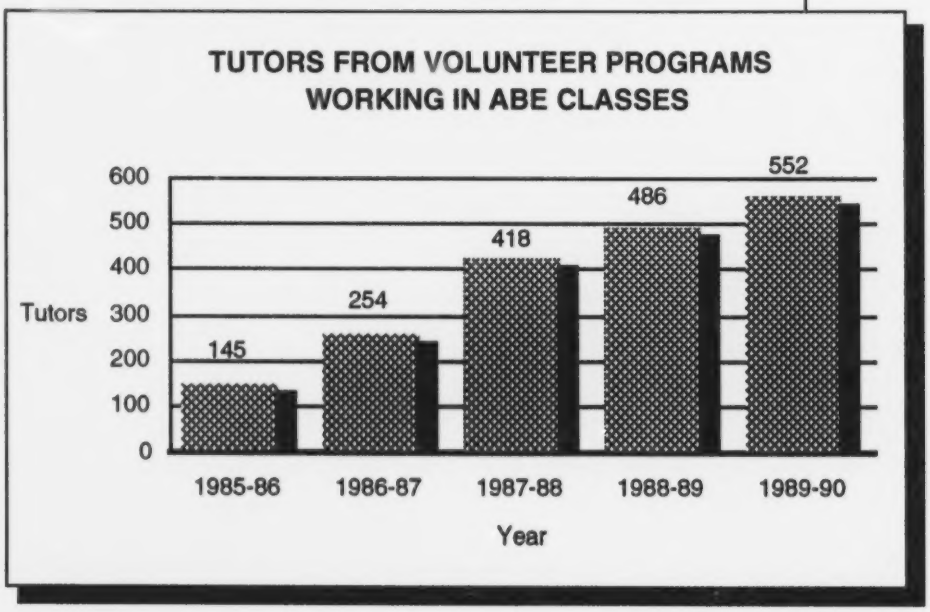
The degrees of collaboration can generally be classified into three levels:

1. Basic cooperation — Almost all ABE programs practice cross-referral with local tutoring agencies and donate classroom space for meetings or workshops.

2. Resource sharing — Many ABE programs use volunteer tutors from literacy programs as teacher aides. In exchange, ABE teachers serve on literacy boards, train tutors, or share materials. Adult Education programs often provide office space, meeting space, or materials for volunteer groups. Teachers and tutors attend the same inservice trainings. **Saginaw** publishes a joint newsletter for teachers and tutors.

3. Joint management — In at least 42 school districts, the volunteer literacy program is managed entirely by the ABE program. The staff recruits tutors and assigns them to work in classrooms or with students who cannot attend class.

The chart below shows the increase in the number of tutors from volunteer literacy programs tutoring in an ABE classroom.



SPECIAL PROGRAMS

In addition to standard Adult Basic Education classes, many school districts have established innovative courses that focus on specific skills for adult new readers. A few samples are listed.

TITLE	COURSE DESCRIPTION
Writing Lab	The Writing Lab in Flint accommodates students of all abilities. Students receive assistance through alternative methods, especially individual tutoring and peer tutoring (collaborative learning).
Adult and Vocational Education Program	In this Lansing program, entrance scores for all students (basic and high school levels) are entered into a computerized management system. The system generates individual student profiles to help teachers develop instruction plans tailored to the needs of each student. The curriculum includes a job club and a self-reliance course to help students find employment.
Job Club	Several school districts offer job clubs, in which students actively look for work as the major class activity. Besides studying techniques for finding and securing employment, students use classroom resources to identify potential jobs and classroom phones to schedule interviews.
Computerized Instruction	Many programs have added computerized instruction to the ABE curriculum. Teachers often use instructional software to supplement class instruction. Some students have begun using word processing.
Word Talk	Oakland County developed a computerized instructional program for beginning adult readers.
Job Training Preparation	In Grand Rapids, applicants for JTPA (Job Training Partnership Act) services who have low-level basic skills are placed in a special ABE program which emphasizes terminology and skills appropriate for their upcoming training program.
Employability Skills System Project	In Detroit, students are tested for basic skills and occupational interests and aptitudes. Teachers use test results to help students determine occupational goals. These goals are then incorporated into the curriculum. Students who complete the program can advance to vocational training or into employment through Job Development and Placement Service. Positive reinforcement for students is emphasized.
National Issues Forums	In Grayling, Alpena, Marquette, and other cities, students develop leadership skills by studying public policy issues and presenting their opinions through the National Issues Forums.

VOLUNTEER TUTORING

OVERVIEW

Volunteer literacy tutors have been the backbone of the Michigan Adult Literacy Initiative. Tutors can provide the personal attention and confidentiality that are not always available in classroom settings. Volunteer tutoring in Michigan has **grown by over 500 percent**. Test scores have **proven student progress,** and personal accounts have **proven student enthusiasm** for the tutoring component of the Initiative.

Test scores have proven student progress, and personal accounts have proven student enthusiasm for the tutoring component of the Initiative.

MICHIGAN LITERACY, INC.

Michigan Literacy, Inc. (MLI) is a private nonprofit organization which provides support to local volunteer tutoring organizations. Established in 1969, MLI operated independently until the Literacy Initiative drew MLI into a collaborative relationship with the Michigan Department of Education and the Library of Michigan.

Services and Projects

- Assists local literacy groups with promotion, recruitment, and program management.
- Developed the Michigan Method of tutor training.
- Developed *LITSTART*, a Michigan Method handbook for tutors.
- Developed a handbook and workshop for trainers of the Michigan Method.
- Coordinated tutor training services.
- Co-sponsored the annual State Literacy Conference.
- Sponsored program management workshops for local literacy organizations.
- Served as a literacy information clearinghouse.
- Developed recommended procedures for establishing literacy book collections.
- Assisted local libraries with literacy promotion and literacy book collection.

Publications

- *LITSTART: Literacy Strategies for Adult Reading Tutors*, winner of the 1990 Advancement of Literacy Award from the Public Library Association.
- *Writings for New Readers*, an anthology of stories written by Michigan students, tutors, and literacy supporters.
- *LIT-LINE*, a bimonthly newsletter.
- *LITflash*, a monthly bulletin for literacy coordinators.
- Workplace Literacy packet.
- Various fact sheets, brochures, and reports.

LOCAL PROGRAMS

Program Growth

In 1985, at the beginning of the Initiative, 24 local volunteer literacy organizations existed. These groups were managed by volunteers out of their homes with little or no funding. By 1990 there were about 116 such programs plus 17 branch offices, a total **increase of 550 percent**. Most larger programs had staffed offices.

Services Provided

Volunteer literacy programs recruit and train volunteer tutors and match them with students. Most programs support student/tutor pairs with materials, inservice training, newsletters, recognition events, and various other services. Some programs provide special programs such as family literacy programs, jail tutoring, book giveaways, and migrant literacy programs. Many other activities such as publicity, fundraising, and data collection are necessary to support these services.

It is estimated that Michigan students received over one million hours of private, volunteer tutoring during the course of the Literacy Initiative.

As a result of these efforts, it is estimated that Michigan students received over one million hours of private, volunteer tutoring during the course of the Literacy Initiative.

Program Staffing

Regardless of whether the volunteer literacy program is managed by an adult education program or any other institution, the staff itself may be paid or volunteer.

Paid Staff	Larger literacy programs sometimes have paid staff. Funds come from grants or from the managing agency. **Funding for staff is one of the greatest concerns** for local literacy groups.
Volunteer Staff	The staff of many programs is partially or even totally volunteer. While scores of staff members donate two or three hours a week, some donate twenty or even forty.
VISTAs	In recent years, the federal government has designated some of its VISTA (Volunteers In Service To America) positions for literacy projects. VISTAs receive a nominal federal stipend in exchange for a full year of full-time professional services. Several literacy programs in Michigan received assistance from the VISTA program.

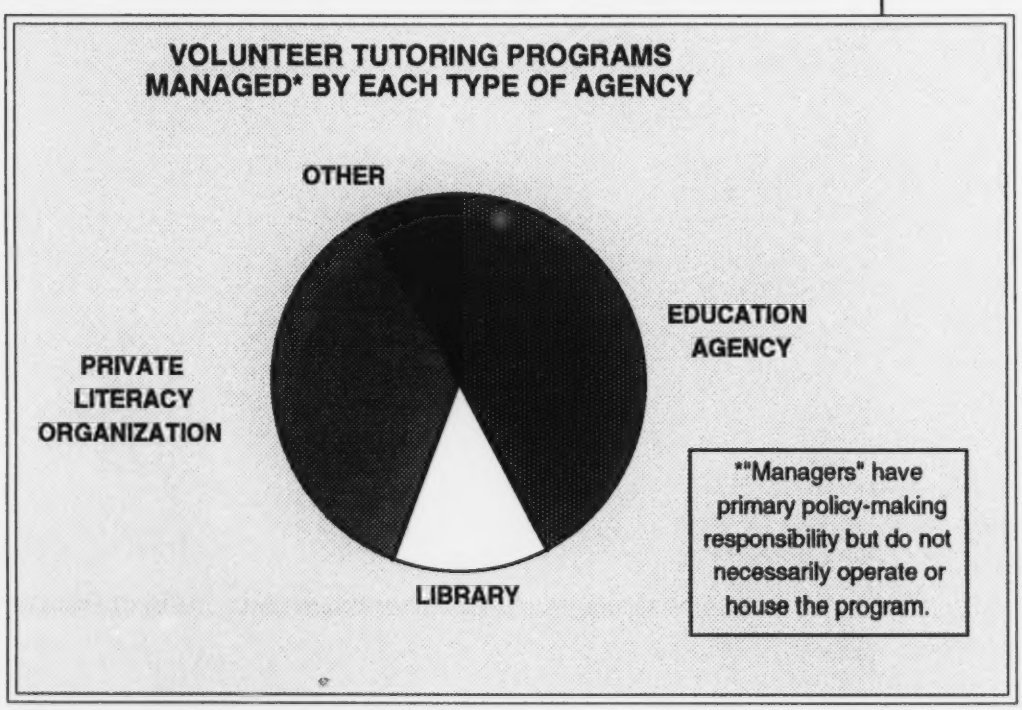
Local Program Management

The literacy effort has been a **showcase of collaborative management**. Many volunteer tutoring programs receive office space from one agency, funding from another, and management from a third. Despite this interdependence, the volunteer literacy programs can be divided into four administrative types based on the origin of policy decisions:

Education Agency	These programs are often managed by Community Education offices, but may also be run by colleges, Intermediate School Districts, or K-12 schools.
Library	The availability of literacy grants for the libraries has encouraged library-literacy liaisons. Some libraries manage literacy programs while others provide office space and grant money to private literacy organizations.
Private Nonprofit Literacy Organization	Private literacy organizations, sometimes called literacy councils, are dedicated solely to volunteer tutoring. Most of the larger tutoring programs are managed by private nonprofit organizations.
Other	Some programs are managed by community-based organizations or religious organizations which view literacy as part of a broader mission.

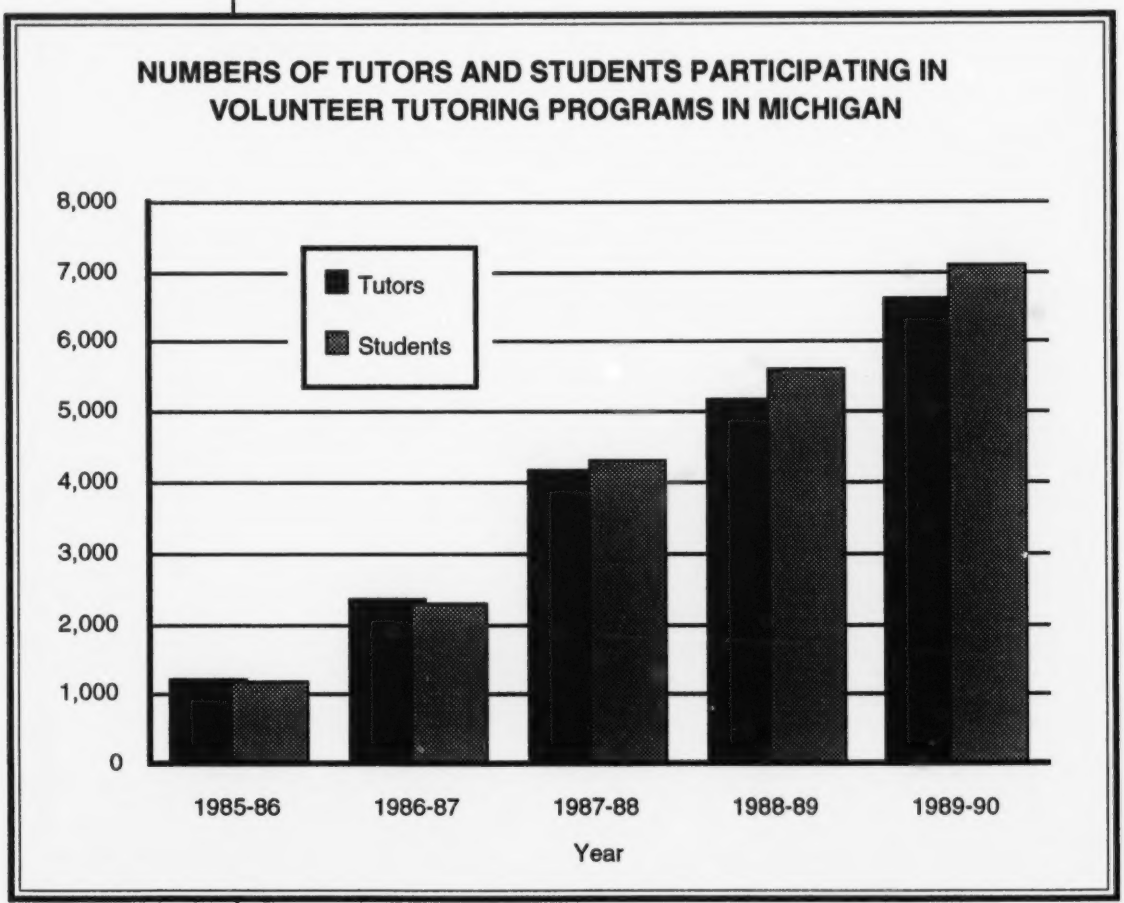
Many volunteer tutoring programs receive office space from one agency, funding from another, and management from a third.

The graph shows the proportion of volunteer tutoring programs under each type of management


VOLUNTEER TUTORING PROGRAMS
MANAGED* BY EACH TYPE OF AGENCY
OTHER
EDUCATION AGENCY
PRIVATE LITERACY ORGANIZATION
LIBRARY
*"Managers" have primary policy-making responsibility but do not necessarily operate or house the program.

PARTICIPATION LEVELS

The graph below, based on survey results, shows that the number of active tutors and students has increased by over 1000 per year.



Total number of active tutor-years during the five-year Initiative **19,518**
Total number of student-years during the Initiative **20,427**

The graph shows that the Initiative far exceeded its objective of training 3000 tutors.

Tutor Quotes

"The **thrill of her life** was when she wrote her return address for the first time on an envelope."

"I get satisfaction knowing that I can help somebody who needs it."

"**I love it.** I wish I had more time to do more."

"He is happy that now he is able to read a lot of things he couldn't before. 'Most of all,' he says, 'I can read my birthday cards.'"

"It's the **best thing I ever did in my life.** It's thrilling to watch her progress."

STUDENT PROGRESS

Although it is logistically difficult to test students who are working with private tutors at separate locations, several studies during the Michigan Literacy Initiative have shown that students working with tutors make significant progress.

Test A In 1990 a formal test of thirty students was conducted in Macomb County by Michigan State University. The results showed a mean gain of **0.2 grade levels per 5 hours** of tutoring.

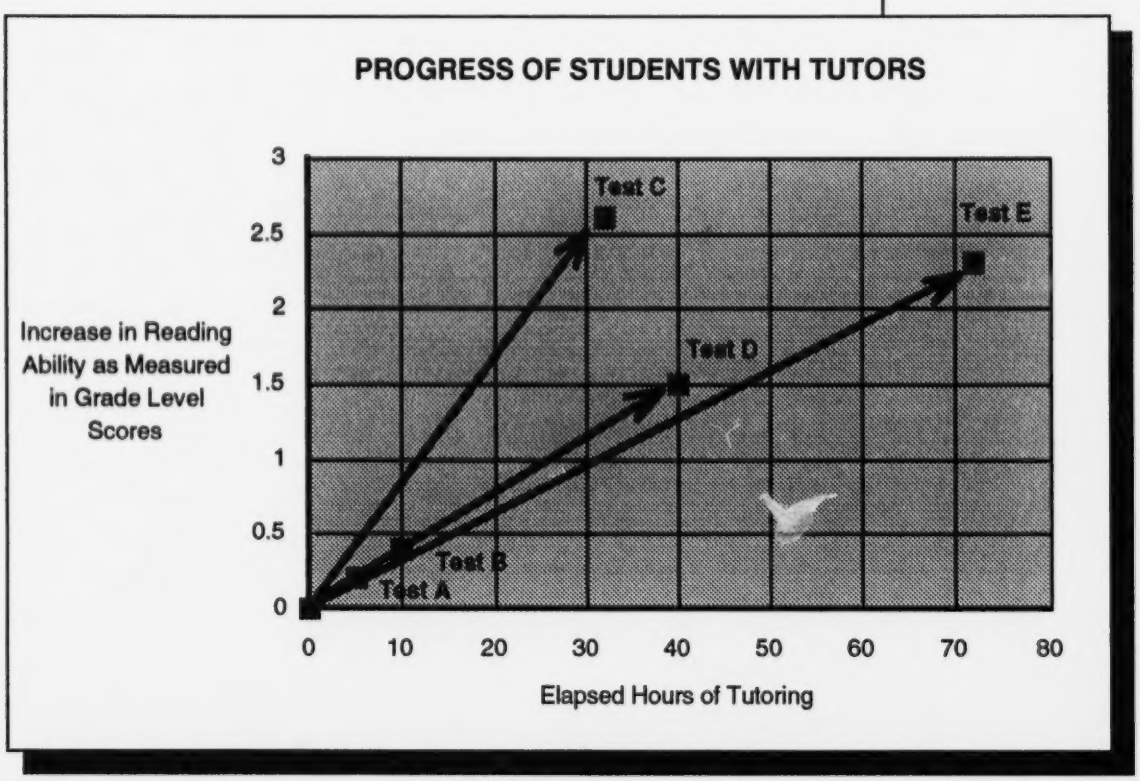
Test B In 1988, six volunteer tutoring programs, with assistance from the Michigan Department of Education, conducted an informal joint study of student progress using the Slosson Oral Reading Test. The average improvement of the 89 students was **0.4 grade levels after 10 hours** of tutoring.

Test C A study by Literacy Volunteers of America—Capital Area Literacy Coalition found **2.6 grade levels of advancement after only 32 hours** of tutoring (exclusive of students with learning disabilities and mental impairments).

Test D Tests by the Macomb Reading Partners in 1988 showed an average gain of **1.54 grade levels after 40 hours** of tutoring.

Test E A pilot project showed that 43 welfare recipients increased their reading levels by an average of **2.3 grade levels with 72 hours** of tutoring.

Several studies in Michigan have shown that students working with tutors make significant progress.



LIBRARIES

OVERVIEW

The libraries of Michigan have made tremendous contributions to the Literacy Initiative, on both the state and local levels. Not only have the libraries supplied low-reading-level materials, meeting rooms, and support services, but they have brought more that two million dollars into local literacy efforts through library grants.

LIBRARY OF MICHIGAN

The Library of Michigan has contributed to literacy through funding, support for statewide projects, and support for local library efforts.

Funding Support

- Allocated a significant percentage of its Title I (Discretionary Fund) allotment of Library Services and Construction Act (LSCA) dollars to local literacy projects. This voluntary allocation was critical to the development of many local literacy organizations.
- Secured federal dollars from four LSCA Title VI (Literacy) grants to support statewide literacy efforts:
  - to train sixty new trainers to conduct Michigan Method tutor training workshops.
  - to support Michigan Literacy, Inc.'s efforts at statewide coordination.
  - to research student recruitment techniques and compile student writings.
  - to help develop workforce literacy projects at four sites.

The Library of Michigan's allocation of LSCA discretionary funds to literacy was critical to the development of many local literacy organizations.

Support of State Literacy Effort

- Housed Michigan Literacy, Inc., the statewide volunteer tutoring agency.
- Provided in-kind services to Michigan Literacy, Inc.
- Co-sponsored the annual State Literacy Conference.
- Highlighted literacy as a theme for Michigan's Pre-White House Conference.

Support of Local Literacy Efforts

- Sponsored workshops to help local libraries apply for LSCA Title VI funds.
- Sponsored workshops entitled "When the Literacy Grant Runs Out—What Do You Do?" to help local literacy providers maintain their programs.
- Conducted workshops for prison librarians to suggest methods of increased participation by prison libraries in the literacy effort.
- Created several publications to assist local libraries:
  - "Creating a Future for Adult New Readers: Collection Development in Public Libraries."
  - "Libraries and Literacy," a handbook for librarians.
  - "Literacy Awareness Month PR Packets" (co-sponsored).

LSCA GRANTS

The Library Service and Construction Act (LSCA) proved to be the financial backbone of the local volunteer portion of the literacy effort for the first five years of the Initiative. LSCA grants provided funding for many literacy programs to establish offices and operate projects.

LSCA grants were provided both under Title I (Discretionary Funds), administered by the Library of Michigan, and Title VI (Literacy), administered federally. Title I funds were generously allocated to literacy at the discretion of the Library of Michigan.

The total funding to Michigan from LSCA Title I and Title VI grants was over two million dollars.

LSCA GRANTS ALLOCATED TO LITERACY IN MICHIGAN, 1985-1990

	TITLE I (State)		TITLE VI (Federal)	
Fiscal Year	Number of Grants	Total Amount	Number of Grants	Total Amount
1985-86	16	125,570	13	265,000
1986-87	12 10	166,344 10,815	17	385,796
1987-88	15	136,307	16	337,270
1988-89	19	214,152	9	210,989
1989-90	8	67,337	8	190,868
TOTAL	80	$720,525	63	$1,389,923

GRAND TOTAL: 143 grants for a total of $2,110,448.

LOCAL LIBRARIES

Over the course of the Literacy Initiative, more than **150 libraries** and library cooperatives in at least 50 counties participated in literacy activities by providing one or more of the following services:

- Establishing basic literacy collections for adult new readers.
- Providing delivery of materials through courier system and library interloan.
- Providing office space for local volunteer programs.
- Writing grant proposals for literacy, especially for Library Services and Construction Act (LSCA) funds, and serving as the fiscal agent for those grants.
- Providing direct financial support (the Oakland County Library Board gave $25,000 to Oakland County Literacy).
- Providing in-kind services to local volunteer literacy programs.
- Providing free rooms for meetings, workshops, and tutoring.
- Providing financial assistance through the Friends of the Library.
- Providing fundraising and other assistance through various library guilds.
- Serving on literacy boards and providing other support services.
- Encouraging staff involvement in local literacy efforts.

More than 150 libraries and library cooperatives participated in literacy activities.

In addition, many libraries provided **office space** for local volunteer literacy projects.

LIBRARIES PROVIDING OFFICE SPACE TO LITERACY PROGRAMS

Adrian Public Library	Kalamazoo Public Library
Allegan Public Library	Lapeer County Library
Alpena County Library	Leland Public Library
Branch County Library	Ludington Public Library
Cass County Library	Macomb County Library
Cheboygan Area Public Library	Manistee County Library
Fremont Public Library	Ogemaw County Library
Grand Rapids Public Library	Oscoda County Library
Greenville Public Library	Presque Isle County Library
Hastings Public Library	C. A. Ransom Library, Plainwell
Indian River Public Library	Richland Township Library, Vestaburg
Jackson District Library	Ypsilanti District Library

THE STUDENTS

OVERVIEW

In Michigan, thousands of men and women have stepped forward to seek improvement of their literacy skills. Each one has a story to tell. The following pages offer some insight into their experiences.

INDIVIDUAL TRIUMPHS

"Chris" .....progressed **6 grade levels** in 10 months.
Ricky .....passed exam for his **electrician's license.**
Rita .....wrote her **first letter** to her son who had moved out of state.
Albert .....learned to **count to 100**, measure with a yardstick, use a phone directory, use a calendar, and read and spell his son's name.
Russell .....obtained a **library card**, and wrote a love letter to his wife.
Julie .....passed the **citizenship test.**
Lorraine .....got **off welfare.**
David .....learned to read **application forms**.
Dan .....raised spelling level by **two grades** with 27 hours of tutoring.
Nate .....read the **driver's license** test by himself for the first time.
Jesse .....learned to **write checks.**
Jenny .....registered to vote and **voted.** ("I'm going to vote for president for the first time this fall. I have pride in myself.")
Leo .....progressed from a third grade to a **fifth grade level.**
Martha .....learned to **spell the days** of the week and wrote her first check.
"Joe" .....took his wife out to dinner and ordered for her on a **menu** without pictures. ("He was all tickled.")
Marlin.....**lost 100 pounds.** ("I figured that if I could learn to read, I could conquer my weight problem.")
Irwin .....can now fill out own forms; can comprehend most of the **newspaper**; is qualified for an advance at the foundry.
Matthew .....can read **bedtime stories** to his grandchildren.
Winston .....passed the exam for his **chauffeur's license.**
John .....learned to read well enough to read **play scripts** and has appeared in five local plays, winning the lead in two. ("He has gone from a person with no self-confidence to a person who is so cocky he needs a lid on him.")
Delaurice ....attends **college** and works as a tutor after starting as a student in 1985.
Hubert .....learned to read **road signs** and write his own checks.
"Bob" .....progressed from the first grade level to **GED preparation.**
John .....started participating in **conversations**, an activity he had previously avoided out of fear of appearing "dumb."
Martha .....learned to find numbers in the **phone book.**
"Carl" .....left his wife **a note** that said "go[ne] fishing," so he didn't have to wake her.
Joe .....passed his **builder's license** exam.
Hugh.....read his **first book** at age 47.
Moses .....is writing his **autobiography.**
Allen.....wrote the first chapter of his **autobiography.**
Barbara .....read her **Sunday school lessons** for the first time.
Suthy .....passed his citizenship test and became an **American citizen.**
Ralph .....became an **education coordinator**, helping others with reading problems, after raising his own reading level from fourth grade to college level.
Cathy .....learned to read **recipes** from a cookbook.

"I never understood the pain he went through until all this started to come out. I've seen such a healing take place in him. The angry man is gone."

— the wife of a new reader

STUDENT QUOTES

The following quotes were taken from Michigan newspapers and from literacy newsletters.

"My brain has come back to life."

"**My brain has come back to life.**"
"My tutor thinks I could go to college some day."
"I guarantee you that anybody who does what I did won't be sorry. **A whole new world** will open up to them."
"I'm doing things I never thought I could do."

"I'm doing things I never thought I could do."

"I eat better now because I can order from a menu! No more hamburgers!"
"I was going to be a mason like my dad. I figured he didn't need to read and I didn't either."
"I couldn't bear for my children to go through the same agony that I did as a child."
"What really feels good is when people talk about things. Now **I can contribute** because I know what's going on in the world."

"I figured that I didn't need the education because people that worked on the assembly line who had no education were working side by side with the ones who did."
"Education is the **most wonderful thing** that ever happened to me, other than my marriage and my children."
"I was one of those fool punk kids who thought they knew it all. I didn't like school and I didn't like learning. It's 1000 percent different now, because I want to do it."

"You learn different techniques to get around the (reading) problem...If you get stuck in a situation where you don't know what you are doing, you make up an excuse to leave."
"I lost a job because I couldn't spell."
"I am doing things today that I would never have thought of doing. Every day life is easier. I am leading a much fuller life, **a more independent life**."
"I worked jobs where I know I could have made foreman, but I shied away from applying because I knew sooner or later, I'd have to read."

"Learning to read is like coming out of the dark."

"It has only been in the last seven or eight years that I have realized that I am not dumb because I couldn't read."
"I was in the tenth grade and one of my teachers called me up in front of the class and then told my classmates that I couldn't read, that I was stupid. So I quit."
"I didn't travel too much because I would get lost, not being able to read signs."
"It hurts. You have a child and she comes up to you and says, 'Read this' and 'Read that' and you can't. It hurts."

"Learning to read is **like coming out of the dark.**"
"I care now. I didn't then. I really want to learn."
"Just because I can't read doesn't mean I'm stupid."
"When I retire I want to sit down and read the newspaper like everybody else."

"I was in this foxhole with a kid from New York. I got my mail and handed it to him to read. He said, 'I can't read,' and I said, 'I can't read either.'"

"Before I started this program, I could not talk to you. Now I can talk to anyone."
"A diploma don't mean a darn thing if you don't know how to read."
"I've **learned more the last two years here than I have in my whole life**. I'll be coming until they get tired of me."
"I was in this foxhole with a kid from New York. I got my mail and handed it to him to read. He said, 'I can't read,' and I said, 'I can't read either.'"

"You don't notice right away that you are learning to read. It's sneaky. First you see a bunch of words you don't know. Then, suddenly, it's **like a light goes off in your head.**"
"You learn fast to cover your tracks. I learned to cheat well. You have to be...sneaky or other people think you are dumb and stupid. I always felt guilty. I hate cheating."
"Beating the system used to be a game. I never knew I'd end up being the victim."
"If I can do it, anybody can."

STUDENT WRITING

Many adult new readers have also discovered the joy of writing:

"Some people wish that they could have a million dollars. I wish that I could read." (Rick)

"I found out all the students were like me. Some were younger and some were older. They did not laugh at me but they were actually glad to see me."

"If only I could go back in time, ...I would be fighting to get my education instead of fighting my way out of the classroom as I did then."

"And the school we went to, it was not a real school. It was an old church building [Mississippi, early 1940s]. It had no desks in it. We had to put our books on our legs. In the school it was about fifty children and one teacher. And he would drink wine and sleep most of the day... In our house it was very seldom that we had enough food to eat. We would eat anything we could find. Sometimes we would go to the barn and kill some big rats. And that would be breakfast...I remember the first time I had toast. I found it in the trash can. I was happy to find that toast and it was good." (Allen)

"It's important for us as students to speak up and tell our stories. People who haven't been in our position can only have an idea of how we feel but they can't really know unless we tell them. ...the Literacy Project has given me confidence, in my heart, to grow in my life." (Maria)

"I went from first grade to sixth grade without learning anything. I told myself this has to stop. I told my teacher and he embarrassed me in front of the whole class. It took me six years to get the nerve to tell somebody—you can't imagine what that did to me. I said forget it, and dropped out." (Ricky)

"I hope to get a job if I work hard. I would like to get a job as a clean-up man, so I think school is good for me. I have learned a lot of things. I couldn't even write a letter before I came." (Georg)

"I wish that this program was in effect 20 years ago. Maybe more people in our great country would not be in the predicament that I am." (Ed)

"A perfect day for me would be to learn to read any paper because there is so much that I miss." (James)

"It's very good that I can read now because when the kids need help with their homework, I don't have to ask them to ask someone else." (S.)

"When I miss spelling words, I get frustrated. I feel that I could do better, but something is holding me back. I feel like punching something. I wish I could go home and learn all the words tonight." (Jay)

"Since I have returned to school my life has done a complete turn-around. Life has just begun to go my way instead of going no where at all." (Tracey)

"I like to read. It makes a big difference. I sit down each day and read something. [The] literacy program have brought me a long way. This I appreciate so much. You don't know how much it means to me." (B.)

"I thank God for this fantastic opportunity. I thought just to be able to read was it, but I found out reading makes me very happy. To be able to read is everything. I didn't know how much I was missing until I learnt to read. ...I have more pride in myself. I care about tomorrow because tomorrow is another word and another book!"

"Some people wish that they could have a million dollars. I wish that I could read."
—Rick

"Sometimes we would go to the barn and kill some big rats. And that would be breakfast."
—Allen

STUDENT NEWSLETTERS

A growing number of literacy programs publish a separate newsletter (or a special page within the regular newsletter) written for, by, and about students. Among these programs are:

Adult Literacy Council, Niles
Macomb Reading Partners
Volunteer Tutors Association, Lapeer
Literacy Council of Midland County
Literacy Volunteers of America—Capital Area Literacy Coalition
Oakland County Literacy Project

...essays, biographies, fiction, and poetry, all written by new readers.

Typical newsletters contain essays, biographies, fiction, and poetry, all written by new readers. Also included are lists of accomplishments and personal news about students as well as announcements of coming events.

STUDENT SUPPORT GROUPS and COUNCILS

As the literacy movement gained momentum, student support groups began appearing.

Students in the **Washtenaw** and **Oakland** County student support groups decide their own goals as they go. Sometimes they share concerns; sometimes they read together.

Macomb, Washtenaw, Jackson, Hillsdale, and **Lenawee** Counties all invite students to attend local conferences. Special activities are planned for and by students.

The goals of **Macomb**'s Student Council are fundraising, peer support, tutor support, a speakers bureau, and office assistance.

In **Lapeer** County, students in the Book Club read a designated book with the help of a tutor or a cassette tape, then meet and discuss it. Lapeer also hosts the Student Forum, in which students share experiences and suggest methods to expand the literacy program. Some suggestions have led to students distributing brochures and speaking to groups.

The student support group in **Detroit** is raising money to pay their way to the national literacy conference.

The Student Leadership Council in **Lansing** meets to give mutual support and to influence public policy.

STUDENT AMBASSADORS

Several students have participated in local, state, national, and even international student activities.

State Ambassadors

Seven students were selected to share their success stories with top state officials in November 1987. The seven people participated in a press conference in Lansing, met with legislators, had an audience with the Governor, toured the Capitol, and testified before the Michigan Board of Education.

National Ambassadors

The First National Student Congress was held in Philadelphia in 1987. Representatives from Michigan were John Mytko from Alpena and John Young from Canton.

Two students also represented Michigan at the Second National Student Congress held in Washington D.C. in 1989. The representatives were Barbara Seaton from Pontiac and John Mytko again from Alpena.

One student from Detroit was the state representative for a NASA literacy promotion event. Three Michigan students received scholarships for a national literacy conference.

World Ambassador

Maria Grzanka, a new reader in Macomb County, has become an international literacy celebrity. After progressing from a second grade to a sixth grade reading level in eighteen months, she began to speak to various community groups to tell them of the plight of the illiterate. She joined the literacy governing board, helped make a promotional video tape, and spoke to reporters from newspapers, radio, and television.

She attended the World Assembly of Adult Education in Bangkok, Thailand, as the only U.S. adult student representative.

In 1990, she attended the World Assembly of Adult Education in Bangkok, Thailand, as the only U.S. adult student representative. She was selected and sponsored by Laubach Literacy Action and the Kettering Foundation.

After that experience, Maria was interviewed even more often. Finally she was asked to be a special guest at the National Literacy Awards Ceremony at the White House, which was broadcast on ABC. She met President and Mrs. Bush as well as Senator Carl Levin and several famous entertainers.

GOVERNMENT AGENCIES

OVERVIEW

Other state and local governmental offices besides the Department of Education and local school districts have contributed to the Michigan Adult Literacy Initiative.

STATE GOVERNMENT

In addition to its support of public education, the Michigan Legislature has directly supported local volunteer literacy programs through Public Act 204 of 1990, resulting in grants to specific local literacy programs:

1988	1 literacy program	$20,000
1989	2 literacy programs	$55,000
1990	7 literacy programs	$154,700

Several members of the Michigan Legislature have also spoken at various events and sent letters of support for local endeavors. In addition, the State proclaimed September as Literacy Action Month.

Another legislative action that increased the level of peer tutoring in state prisons was an increase in pay for inmate tutors. Prior to the increase, some inmates had been abandoning tutoring positions for higher paying prison jobs.

Michigan also included literacy in its *Plan for a Competitive Workforce*. The importance of literacy was manifested in several products:

- Skills that Michigan employers believe to be essential to success in the modern workplace were defined in 1987 by the Commission on Jobs and Economic Development. Basic academic skills were highlighted.
- A seminar entitled "Literacy: Everybody's Business" was sponsored in 1987 by the Resource Coordination Task Force.
- *Workforce 2000: Michigan's Action Plan for a Competitive Workforce*, a document that defines literacy to include work readiness skills, was developed by the Adult Literacy Task Force under the direction of the Cabinet Council on Human Investment.

STATE DEPARTMENTS

Department of Social Services

The Michigan Department of Social Services has mandated that its clients participate in the Michigan Occupation and Skills Training (MOST) program in order to receive aid. Clients from all programs (such as Aid to Dependent Children, General Assistance, and Food Stamps) participate in the MOST program unless they are exempted because of health, parenting responsibilities, or other constraints.

After being assessed, each MOST participant begins an academic or skill-training program appropriate for his or her skills. Since 50 to 75% of unemployed welfare recipients are functionally illiterate, many clients attend Adult Basic Education classes to fulfill their MOST responsibilities.

In recent years, 15 to 20% of the DSS recipients in the state have been enrolled in ABE classes. Conversely, 40 to 50% of the ABE students in the state have been DSS recipients.

The Department of Social Services also operates education programs for juvenile offenders housed in state centers. A general decline in re-arrest rates for such offenders has been observed since the program began.

Department of Natural Resources

The Department of Natural Resources manages and funds the Michigan Civilian Conservation Corps (MCCC), a work program for welfare recipients. In 1986 the DNR and Adult Extended Learning Services arranged for MCCC participants to receive academic instruction as part of their work requirement. The success of the pilot program at the first site prompted the addition of seven new MCCC sites from the Porcupine Mountains to Detroit.

Participation in the program is mandatory for all corps members who do not have high school diplomas or GED certificates. All participants are assessed for academic skill and occupational interest. The DNR provides classroom space and paid release time (four hours per week). The local adult education program provides teachers and materials for Adult Basic Education and GED preparation classes.

Michigan Employment Security Commission

MESC included several programs on literacy in its weekly broadcast of *The Job Show* over cable television stations around the state. Many local MESC offices refer clients to literacy programs.

Department of Military Affairs

A 1987 Michigan study revealed that 38% of the soldiers in the Michigan Army National Guard were deficient in literacy skills. In some units, the figure was as high as 75%. As a result of this study, the Department of Military Affairs mandated that soldiers with low literacy levels attend Basic Skills Enhancement Programs. (Attendance had previously been optional.)

Davenport College was commissioned to establish programs for soldiers in Grand Rapids and Detroit.

In Ingham County, volunteers tutored 40 of the 200 local soldiers that had been identified as needing literacy services. These soldiers received four hours of tutoring per week in lieu of their one-weekend-per-month obligation to the National Guard.

The Department of Military Affairs mandated that soldiers with low literacy levels attend Basic Skills Enhancement Programs.

Secretary of State's Office

The Secretary of State distributed literacy information flyers to local Secretary of State offices. Employees were encouraged to give the flyers to drivers license applicants who requested to have the test read to them.

Department of Mental Health

The Department of Mental Health uses funds from the Department of Education to provide basic literacy training to its clients as appropriate.

LOCAL GOVERNMENT OFFICES

Local governments have supported literacy directly and through various government programs and services administered at the local level.

Boards of Commissioners	The Macomb County Board of Commissioners allocated $25,000, the Oakland County Board donated $30,000, and the Ingham County Board allocated $3500 to their respective local programs. Several other boards have passed resolutions of support.
Intermediate School Districts	The Oakland County Intermediate School District (ISD) housed the literacy office and supplied $40,000 to the project. The Monroe County ISD supplies the literacy project with office space. Two ISDs have served as fiscal agents. Several ISDs have supplied meeting rooms and support services to literacy programs.
Mayors	A number of mayors and local officials proclaimed September as Literacy Month.
Foster Grandparents	The Foster Grandparents Program in Branch County recruits tutors.
Department of Social Services	Local DSS offices cooperate with local adult education and volunteer literacy programs through cross-referral and through the Michigan Occupation and Skills Training (MOST) program. Many DSS offices worked with adult educators to standardize intake forms and assessment procedures. The Kent County DSS allocated $10,000 of its discretionary funds to literacy. The Marquette County DSS sponsored a summer reading class.
Community Centers	Several community centers, activity centers, and senior citizen centers provide tutoring and meeting space.
Probate Court	The courthouse in Traverse City donates office space to the literacy program.
Transportation Authority	The city bus service in Lansing provides free bus tokens to students.

COLLEGES AND UNIVERSITIES

COLLEGES

Community Colleges

Every one of Michigan's 29 community colleges contributes to the literacy effort, either through direct instructional opportunities to students or through administrative assistance to local literacy programs. For example:

- At least 12 community colleges offer basic literacy instruction.
- Courses in Basic Skills (reading, writing, and math) are available at all 29 colleges. Several colleges offer extensive reading labs.
- Many colleges provide space for literacy conferences and workshops.
- Seventeen community colleges served as downlink sites for a national workforce literacy teleconference by satellite in 1987.
- Lake Michigan College provides reading lab services to the Twin Cities Area Literacy Council in **Berrien County**.
- **Oakland** Community College supplies office space and work-study students to the Oakland Literacy Program.
- **Wayne** County Community College supplied office space to Detroiters for Adult Reading Excellence.
- **Jackson** Community College uses employee assessments to design workplace education programs tailored for specific individual businesses.
- **Montcalm** County Community College has provided financial support to local literacy projects through grants.

Community colleges have provided a minimum of 30,000 student-years of basic reading instruction during the Initiative.

Indications are that enrollment in basic reading classes has been rising dramatically. The enrollment was 5,139 in the fall of 1987 and 7,469 for fall 1988. Enrollment for 1989 and 1990 is known to be well above the 1988 level. (No data are available for 1986.)

These data suggest that community colleges have provided a minimum of 30,000 student-years (one student enrolled for one year) of basic reading instruction during the five-year period of the Initiative.

Private Colleges

Some private colleges have also participated in the literacy movement.

- The Learning Center of **Davenport** College of Business offered Basic Skills Enhancement Programs for soldiers in the Michigan Army National Guard.
- **Hope** College's education department has offered tutor training and tutoring experience to college students as part of a teaching course.
- **Adrian** College supports a student literacy corps in which students receive credit for tutoring in adult education classes.

UNIVERSITIES

Central	Besides participating in PLUS*, Central Michigan University houses and supports the Michigan Institute for Adult Learning and Literacy, as detailed on page 58.
Eastern	Eastern Michigan University housed the Reading Academy, a tutoring program, for several years. EMU also sponsored literacy conferences in 1986 and in 1990.
Flint U of M	The public television station of the Flint Campus of the University of Michigan participated in PLUS*.
Grand Valley	Grand Valley State University is active in the West Michigan PLUS* Task Force through its public television stations, WGVU and WGVK.
Michigan	Since 1975, the University of Michigan has offered Adult Basic Education classes to university employees in cooperation with the local ABE program. Also the School of Social Work supplies educational counseling services to plant employees of General Motors and Ford.
Michigan State	Michigan State University has provided space for state conferences and local workshops. Over 100 MSU students have tutored through the Service Learning Center on campus. MSU also participated in PLUS* through its station WKAR. In another project, MSU cooperated with six Lansing adult education programs to develop, test, and distribute training materials for adult education teachers.
Northern	Northern Michigan University has been a leader in PLUS* for the Upper Peninsula through its station WNMU. In 1987 Northern sponsored a contest to design literacy PSAs. The winners, local ABE students, participated in the filming of the PSAs, which continue to air. Northern also operates a literacy hotline.
Oakland	Oakland University tests students for Oakland Literacy Project.
Western	In 1986 Western Michigan University sponsored a workshop on adult learning. WMU also hosted a conference on literacy for librarians.
Wayne State	Public Relations interns from Wayne State University assemble the annual report of the Macomb Literacy Project. Wayne State also provides educational counseling to Chrysler plant employees.

* PLUS = Project Literacy U.S., a promotional project of ABC and PBS.

BUSINESS, INDUSTRY, AND LABOR

OVERVIEW

Business, industry, and organized labor have played a key role in the Michigan Adult Literacy Initiative. Not only have they served as hosts and participants in workplace literacy projects, but they have contributed their talents and resources to general literacy efforts by helping with publicity, special projects, and financing.

LINKING LITERACY AND THE WORKPLACE

Many adult education programs and volunteer literacy projects have met with local businesses, chambers of commerce, private industry councils, and labor unions to discuss the issue of literacy in the workplace. Workplace literacy was the topic of dozens of state conference presentations and scores of local presentations.

Defining Employability Skills

In 1987 the Commission on Jobs and Economic Development, chaired by Lee Iacocca, chair of Chrysler Corporation, and Doug Fraser, then president of the United Auto Workers, convened the Employability Skills Task Force. Through a survey of Michigan employers, this Task Force identified skills that are essential to success in the modern workplace.

The Commission on Jobs and Economic Development, chaired by Lee Iacocca and Doug Fraser, convened the Employability Skills Task Force.

The Task Force concluded that successful Michigan workers need:

- **Academic Skills**, including thinking skills as well as basic reading, writing, and math skills.
- **Personal Management Skills**, such as a sense of responsibility, enthusiasm, ethics, and pride in work.
- **Teamwork Skills**, such as communication, cooperation, sensitivity, loyalty, and flexibility.

Michigan educators are using these findings in curriculum planning.

WORKPLACE LITERACY PROJECTS

Workplace Literacy projects bring literacy instruction directly into the plant, union hall, or office. The employer typically contributes classroom or tutoring space and possibly employee release time. Often the adult education program or the volunteer literacy program supplies teachers or tutors. Instruction might be held during work hours, outside of work hours, or both. The curriculum often combines general literacy instruction with specific job-related assistance.

Several corporations have instituted workplace literacy programs for their employees.

Several corporations have instituted workplace literacy programs for their employees:

Aetna Life Insurance
Amstore Corp., Muskegon
Automatic Die Casting Specialties Inc.
Bendix Automotive Brake Systems
Cascade Engineering, Grand Rapids
Chrysler Corporation/United Auto Workers
CMI Dearborn, Montague
Crotty Corporation, Quincy
Denney's IGA, Grayling
Ford Motor Company/United Auto Workers
Frederic Wood Products, Grayling
General Motors Corporation/United Auto Workers
Haworth Furniture, Holland
Howmet, Inc., Muskegon
Irwin Seating Co., Grand Rapids
Meijer, Inc., Grand Rapids
MidWest Metallurgical Lab, Calhoun County
Motor Wheel, Ingham County
Pyramid Control Inc., Midland
S. D. Warren, Muskegon
Steelcase, Inc., Grand Rapids
Trumark, Inc., Ingham County

Many small businesses serve their employees by referring them to adult basic education classes or volunteer tutoring programs. Some businesses also pay tuition for employees who already have diplomas to attend adult education classes for review.

MAJOR CORPORATE FUNDING

The corporations below have donated **$10,000 or more** to Michigan literacy programs.

Allstate	The Allstate Foundation gave two grants to literacy projects, and various local Allstate offices have made local contributions.
Chrysler	Chrysler Corporation was one of the four sponsors of the *Learn To Read* television instructional series. Chrysler also promoted *Learn To Read* and donated meeting space to literacy providers.
B Dalton	B Dalton Bookseller gave Michigan Literacy, Inc. a $10,000 grant to establish its office. B Dalton also gave $2500 to Genesee County literacy.
Ford	The Ford Motor Company donated $14,000 to Literacy Volunteers of America in Detroit.
Hudson's	The Dayton Hudson Department Store Company gave the Michigan Department of Education a $32,000 grant for the literacy hotline.
IBM	IBM has donated equipment and technical assistance to two local literacy programs and to the Michigan Department of Education.
K mart	K mart Corporation was one of four local sponsors and the sole national sponsor of *Learn To Read*. K mart also featured Barbara Bush at a literacy rally at its headquarters in Troy. Various local K marts have donated materials, services, and gift certificates to local literacy programs.
Kroger	The Kroger Company helped sponsor *Learn To Read*. Kroger also arranged for schools to earn computers with Kroger receipts. Several adult education programs and the Volunteer Tutors Association in Lapeer participated.
Lever Bros.	Lever Bros. sponsored a campaign in which literacy programs could receive donations. Several literacy programs participated.
McDonald's	McDonald's Corporation helped sponsor *Learn To Read* and the Channel 56 literacy hotline. Individual franchises printed tray liners to promote adult education programs and donated coupons as gifts.
Steelcase	The Steelcase Foundation gave $20,000 to the Kent County Literacy Council.
UAW-GM	The United Auto Workers-General Motors Human Resource Center gave $25,000 to WTVS-TV for literacy support. UAW-GM also assigned two employees from the Jobs Bank to Literacy Volunteers of America in Detroit.
UPS	The United Parcel Service donated $10,000 worth of books to Macomb Literacy Project.
Whirlpool	The Whirlpool Foundation and Whirlpool Corporation donated over $10,000 in funds and equipment to the Twin Cities Area Literacy Council. Additional funds were supplied by the Upton Foundation, the private foundation of Whirlpool's owner.

OTHER CORPORATE DONATIONS

The following corporations have contributed funds, goods, or services totaling **between $1000 and $10,000**.

Adams Outdoor Advertising: Lansing, Kalamazoo, Battle Creek
American Speedy Printing Center, Lapeer
Amway Corporation, Grand Rapids
British Airways, Lansing area
Chase Manhattan Leasing Co., Buchanan
Clark Equipment, Niles
Coat It, Inc., Detroit
Computer Shop, Eaton Rapids
Comstock Michigan Fruit Canners, Benton Harbor
Core Industries, Detroit
Detroit Edison, Oakland County
Diversified Chemical Technologies, Inc., Detroit
Dow Chemical, Midland
D & W Food Stores, Grand Rapids
Gale Research Co., Detroit
GenCorp Automotive Foundation, Ionia
Dave Haddrill Accounting, Lansing
Field Publications, Detroit
Heublein Corporation
Hitachi Foundation, Flint
Interdyne Corporation, Ottawa County
Lansing Advertising Club, Lansing
Mead Paper Company, Upper Peninsula
Michigan Bell
Michigan Consolidated Gas, Detroit
Nissan Motor Corporation, Plymouth
Oakdale Center, Lapeer
Paperworks, Inc., Detroit
Private Industry Council of Berrien County, Benton Harbor
Public Television Outreach Alliance, Upper Peninsula
Ross Institute, Detroit
Saturn Corporation, Detroit
S. D. Warren, Muskegon
The Tiscornia Foundation, Inc., Berrien County
Tobias Oil Company, Benton Harbor
Whirlpool Financial Corporation, Berrien County

Hundreds of businesses donated funds, tutoring space, advertising, office furniture, supplies, office services, gifts, and other services.

Hundreds of other businesses donated funds, tutoring space, advertising, office furniture, supplies, office services, gifts, and other services. Some sponsored special events such as read-alongs and book-drops.

THE MEDIA

OVERVIEW

The media have played a vital role in increasing public awareness of the problem of illiteracy. This public awareness has contributed greatly to participant recruitment and community support.

TELEVISION: THE PLUS CAMPAIGN

In 1986, ABC and PBS Television Networks announced Project Literacy U.S. (PLUS), a national public-awareness campaign of unprecedented proportions. As part of PLUS, every ABC and PBS affiliate in Michigan formed a task force with literacy providers in their viewing areas. Activities of the task forces included:

- Airing *national* documentaries, news stories, entertainment programs, public service announcements and a national teleconference related to literacy.
- Producing and airing *local* documentaries, talk shows, public service announcements, teleconferences, and television news stories.
- Supporting literacy off the air.

Publicity from the PLUS campaign reached most of Michigan's nine million residents. Thousands volunteered to tutor or to be tutored. Thousands of others became aware and contributed through their businesses, churches, or nonprofit organizations.

Publicity from the PLUS campaign reached most of Michigan's nine million residents. Thousands volunteered to tutor or to be tutored.

Instructional Series: *Learn To Read*

In 1986, WXYZ-TV, Detroit's ABC PLUS affiliate, developed *Learn To Read*, a 30-part television instructional series based on the Michigan Method of teaching. Literacy Coordinators and Facilitators from the Michigan Adult Literacy Initiative served as consultants in the project.

Learn To Read was first aired in Detroit in 1986 under the sponsorship of K mart, Kroger, Chrysler, and McDonald's. Ratings indicated that well over 100,000 homes were tuned in. *Learn To Read* received national acclaim and was sold to ninety ABC affiliates, which aired the series and shared it with their PBS colleagues. Altogether, the series was available to 60% of the television viewers in the country.

Many PBS stations continue to air the series periodically, and several Michigan literacy projects purchased the series to use with students.

Other Programs *Produced in Michigan* by PLUS

In addition to *Learn To Read*, other programs produced by Michigan PLUS affiliates contributed to the literacy campaign.

Documentaries	• WTVS-TV 56 in Detroit developed, aired, and distributed to other stations a documentary about adult illiteracy in Michigan, "Moses, Andre, and Tina: The New Readers." • WTVS-TV 56 also produced "Adult Literacy Initiative" and "Classroom Partners." The station was a finalist for the national PBS Community Outreach awards for these productions. • WCMU-TV produced "Read All About It." • WXYZ-TV in Detroit produced "Illiteracy: Our Secret Shame."
Telethons	WTVS-TV 56 in Detroit sponsored a telethon which aired after a documentary on illiteracy. The telethon, which featured local literacy providers in a talk show format, generated over 3700 phone calls. After the success of WTVS, many PBS stations hosted their own telethons. Local literacy promoters explained their programs on the air, while literacy volunteers staffed the phones. In most areas, PLUS literacy hotlines were maintained for months afterward through grants or private donations.
Teleconferences	WTVS-TV 56 in Detroit sponsored a Michigan teleconference, allowing literacy providers to discuss issues on the air. PBS stations in Mt. Pleasant, Grand Rapids, Flint, East Lansing, and University Center participated.
News Items	Most ABC affiliates featured literacy in their local news coverage.
Public Service Announcements	• WNMU-TV 13 in Marquette sponsored a contest to develop an idea for a literacy PSA. The Marquette Adult Basic Education class submitted the winning entry and participated in the production of the resulting several public service announcements featuring adult students in candid discussions of their struggles with reading. • WTVS-TV 56 in Detroit produced and distributed several public service announcements relating to literacy.
Talk Shows	Several stations featured literacy providers and students in locally produced talk shows. Among the stations were WFUM in Flint, WTVS in Detroit, WXYZ in Detroit, and WZZM in Grand Rapids.
All-Day Extravaganza	WGVU and WGVK in Grand Rapids hosted an all-day literacy extravaganza featuring live interviews, call-in questions, a telethon, documentaries, and special features.

Other Support by PLUS Television Networks

Administrative Support	WTVS-TV 56 in Detroit provided free office space to Detroiters for Adult Reading Excellence (DARE) and to the Detroit branch of the Literacy Volunteers of America. WTVS is also active in the Detroit Literacy Coalition.
PLUS Business Breakfasts	In 1987 PLUS Task Forces sponsored Business Breakfasts in conjunction with a national telecast hosted by Barbara Bush. Over 150 business representatives attended Breakfasts in Battle Creek, Saginaw, Flint, Grand Rapids, Kalamazoo, and Adrian. Participants viewed the PBS program *A Job To Be Done* and received information about local literacy programs.
PLUS Canisters	Project PLUS supplied donation canisters for local literacy projects to place at cash registers at local businesses.
Special Project Sponsorship	WTVS-TV 56 in Detroit co-sponsored the establishment of Family Literacy Centers at five libraries in Detroit.

Other Television (Not PLUS)

In addition to PLUS activities (ABC and PBS), some NBC and CBS affiliates and local cable networks broadcast programs about literacy and the Michigan literacy effort.

- WKBD-TV 50 in Detroit interviewed state literacy leaders.
- WDIV-TV 4 in Detroit (NBC) produced a literacy series.
- WILX-TV 10 (NBC) featured the Lansing and Jackson volunteer effort in an award-winning half-hour show. WILX also helped in a literacy book drive.
- WWMT-TV 3, the CBS station in Kalamazoo, broadcast a five-part series on illiteracy in 1988 as part of their news program.
- Channel 47, an independent broadcaster in Lansing, participated in the Lansing Area PLUS Task Force, produced and aired PSAs for the Literacy Volunteers of America—Capital Area Literacy Coalition, and provided tutor workshop sites.
- Cable 36 in Lansing aired a six-part tutor training program developed by the Literacy Volunteers of America.
- Accessvision Cable in Battle Creek aired the five-hour reading instruction program *I Want To Read*.

NEWSPAPERS

Over **125 local newspapers** in 66 counties around the state have published news articles, feature stories, announcements, and editorials about literacy. Some newspapers have also donated materials, co-sponsored special events, and made other contributions. For example:

Over 125 local newspapers in 66 counties around the state have published news articles, feature stories, announcements, and editorials about literacy.

- The *Lansing State Journal* provided start-up funds for the Literacy Volunteers of America—Capital Area Literacy Coalition.
- The ***Kalamazoo Gazette*** established the Kalamazoo Gazette Literacy Fund with a $25,000 grant.
- The *Muskegon Chronicle* co-sponsors special projects and donates funds and staff time to literacy.
- The ***Oakland Press*** donated $25,000 to Oakland County Literacy Project.
- The *Holland Sentinel* and the *Lapeer County Press* give free subscriptions to students.
- The *Petoskey News-Review* co-sponsored a local literacy conference.
- The *Detroit Free Press* developed a special tabloid to sensitize children to adult illiteracy.
- The *Daily Telegram* in Adrian runs the Reading Roundup column, a weekly summary of local news written at an easier reading level.

RADIO

Radio stations have supported literacy with a variety of programming. A few samples are listed.

- Many National Public Radio stations aired a series of programs and feature segments on illiteracy as part of the PLUS initiative.
- ABC radio affiliates statewide aired mini-documentaries, news features, and public service announcements on illiteracy.
- WWJ in Detroit interviewed many tutors, students, and literacy leaders on the air. WWJ also produced a literacy series which received national recognition.
- WIBM conducted a three-hour live remote broadcast from a local book store in Lansing during a book drive.
- Dozens of local radio stations aired interviews, program announcements, and hundreds of public service announcements to promote literacy.

MAGAZINES

The magazine *West Michigan* published a feature article on literacy in 1986 and the *Church Herald* published an article about the literacy program in Holland, Michigan. In addition, many national magazines published articles and advertisements about literacy.

BILLBOARDS

The Gannett Outdoor Company of Michigan donated space for literacy billboards, benefiting several Michigan communities.

COMMUNITY-BASED ORGANIZATIONS

OVERVIEW

Scores of community-based organizations have supported literacy in dozens of ways, contributing time, administrative assistance, office space, materials, and direct financial support. Most of the support has come from local branches of national groups.

UNITED WAY and VOLUNTEER ACTION CENTERS

The United Way has supported literacy both by funding literacy programs that are United Way Member Agencies and by offering venture grants or special response grants to literacy programs that are not United Way Members.

MEMBER AGENCIES	SPECIAL GRANT RECIPIENTS
Adult Literacy Council, Niles	Jackson County Literacy Project
Barry County Literacy Council	Literacy Council of Calhoun County
Branch County Literacy	Literacy Volunteers of America—Detroit
Cheboygan County Libraries for Literacy	Macomb Literacy Project
LVA—Capital Area Literacy Coalition	Mecosta County RSVP Literacy Project
Livingston County Literacy Project	Oakland County Literacy Project
Mt. Pleasant Area Volunteers for Literacy	Wayne County--13 nonprofit organizations
Project Literacy of Muskegon & Oceana Cos.	
Volunteer Tutors Association, Lapeer	

The United Way in **Battle Creek** houses the Literacy Council of Calhoun County.

Michigan's thirteen **Volunteer Action Centers** help connect volunteers with appropriate community organizations. Volunteer Action Centers in many communities have referred many volunteer tutors to literacy programs. Some Volunteer Action Centers are operated by United Way offices.

SERVICE CLUBS

Many service clubs have contributed to the volunteer literacy effort. Some examples are listed.

CLUB	CONTRIBUTION	COUNTIES
Altrusa Club	Donated funds and services	Branch, Jackson, Kent, Calhoun, Muskegon, Ingham, and Saginaw
Civitan	Sold Christmas ornaments as fundraiser	Berrien
Jaycees	Served as waiters one evening at Pizza Hut and donated all their tips to literacy	Otsego
	Donated funds	Berrien
Junior League	Established tutoring programs at housing projects, provided administrative assistance, and donated $9000	Washtenaw
Piety Hill Neighborhood Ass'n	Recruited students door to door	Wayne
Kiwanis Club	Donated funds	Wayne and Macomb
Lions Club	Donated funds	Jackson and Lenawee
Newcomers Club	Donated funds	Berrien
	Staged an art auction to benefit literacy	Wayne (Plymouth)
Optimist Club	Donated funds	Lapeer and Berrien
RSVP (Retired Senior Volunteer Program)	**Operates the entire volunteer tutor program**, supplying staff and office	Mecosta and Otsego
	Recruits tutors	Several counties
Rotary Club	Donated funds	Berrien
	Sponsored special events	Lapeer
	Donated $5000 for equipment	Wayne (Detroit)
	Donated $11,500	Macomb
	Sponsored annual literacy walk/runs	Wayne (Canton)
Soroptimists	Donated funds	Macomb
Zontas	Donated funds	Ingham and Muskegon
	Assisted with fundraising	Midland

ACADEMIC AND PROFESSIONAL SOCIETIES

Various academic and professional societies have supported the literacy movement, mostly with financial contributions. Some examples are listed below.

American Association of University Women	Macomb and Oakland Counties
Association of Insurance Women	Berrien County
American Optometric Association	Wayne and Macomb Counties
Delta Kappa Gamma	Berrien County
Detroit Review Club	Detroit
Metro Detroit Book and Author Society	Wayne, Oakland, and Macomb Counties
Michigan Campus Compact (MSU)	Ingham County
National Vision Association	Calhoun County
Women Lawyers Association of Michigan Foundation	Macomb and Kent Counties

COMMUNITY ACTION AGENCY

The Community Action Agency is a private nonprofit organization whose mission is to eradicate poverty by using government grants and private donations to fund local anti-poverty programs.

The Community Action Agency of Region II operates the complete volunteer literacy programs for Hillsdale and Lenawee Counties, supplying office space, staff salaries, materials, and administrative support. The Hillsdale County Literacy Project is housed in the Community Action Agency office.

The Mid-Michigan Alliance for Community Development, the Community Action Agency serving Bay, Clare, Gladwin, Mecosta, Midland, and Osceola Counties, operated a summer literacy program, supplying teachers, materials, classroom space, transportation, and child care.

Other Community Action Agency offices provide support services and practice cross-referral with literacy programs.

OTHER ORGANIZATIONS

Many other organizations have contributed to literacy in a variety of ways. A few examples are listed.

COUNTY	DONOR ORGANIZATION	DONATION
Charlevoix	VFW Hall, senior citizen program	Phone; site for learning center
Ingham	Recyclers of Ingham, Eaton, and Clinton Counties	Book drop-off site
Ingham	Greater Lansing Urban League	Office furniture
Ingham	Girl Scouts	Help with book drive
Jackson	Boy Scouts	Book processing
Kent	American Association of Retired Persons	Clerical help
Kent	Grand Rapids Urban League	Homeless literacy project
Oakland	Columbaire Alcohol Treatment Center	Tutoring space
Shiawassee	YMCA	Office space
Wayne	Alternatives for Girls	Literacy project for homeless female youth
Wayne	Black Family Development, Inc.	Neighborhood literacy project
Wayne	Dyslexia Resource Center	Juvenile court literacy project
Wayne	Metropolitan Detroit Youth Foundation	Hispanic youth literacy project
Wayne	New Life Home for Recovering Alcoholic Women	Literacy project for recovering female substance abusers
Wayne	SER, Metro Detroit Jobs for Progress, Inc.	Family learning center
Wayne	Spectrum Human Services	Literacy project for clients
Wayne	Traveler's Aid Society	Homeless literacy project
Wayne	Vista Maria	Family literacy project
(Statewide)	League of Women Voters	Statewide voter registration campaign for new readers

FOUNDATIONS

PRIVATE FOUNDATIONS

Private foundations have generously supported the literacy effort.

PRIVATE FOUNDATION	RECIPIENT
An anonymous foundation	Kent County Literacy Council
Gannett Foundation (Total: $78,000)	Kent County Literacy Council Literacy Volunteers of America in Detroit LVA--Capital Area Literacy Coalition Detroit Public Library Oakland County Literacy Project Western Wayne County Literacy Project Port Huron Area School District Blue Water Library Federation Battle Creek Literacy Council Literacy Council of Calhoun County
Rollin M. **Gerstacker** Foundation	Literacy Council of Midland County
The **Hurst** Foundation	Jackson County Literacy Project
Kettering Foundation	Macomb Literacy Project
Marvin **Klein** , M.D. Charitable Trust	Literacy Volunteers of America in Detroit
Golda G. **Krolik** Philanthropic Fund	Literacy Volunteers of America in Detroit
John D. and Catherine T. **MacArthur** Foundation	Michigan Department of Education
Simpson Foundation	Hillsdale County Literacy Project
The **Skillman** Foundation	Macomb Literacy Project
Charles J. **Strosacker** Foundation	Literacy Council of Midland County
W.B. and Candace **Thoman** Foundation	LVA--Capital Area Literacy Coalition
Frederick S. **Upton** Foundation	Twin Cities Area Literacy Council
Franklin H. and Ruth L. **Wells** Foundation	Macomb Literacy Project

CORPORATE FOUNDATIONS

Contributions of corporate foundations are described in the section on Business, Industry, and Labor (page 33).

COMMUNITY FOUNDATIONS

Several of Michigan's community foundations have supported local volunteer literacy programs.

COMMUNITY FOUNDATION	RECIPIENT
Ann Arbor Area Foundation	Washtenaw Literacy
Berrien Community Foundation	Adult Literacy Council, Niles
Berrien Community Foundation	Twin Cities Area Literacy Council, Berrien County
Community Foundation of Southeastern Michigan	Literacy Volunteers of America in Detroit
Four-County Foundation	Volunteer Tutors Association, Lapeer County
Fremont Area Foundation	Project Literacy of Newaygo County Area
Grand Rapids Foundation	Kent County Literacy Council
Greater Lansing Foundation	LVA--Capital Area Literacy Coalition
Jackson Foundation	Jackson Literacy
Marcellus Community Foundation	Cass County Literacy Council
Midland Foundation	Literacy Council of Midland County
Northeast Michigan Community Foundation	Northland Library Cooperative, serving Alcona, Alpena, Charlevoix, Cheboygan, Emmet, Otsego, Montmorency, Oscoda, and Presque Isle Counties

RELIGIOUS ORGANIZATIONS

OVERVIEW

Churches and other religious organizations have supported the literacy movement as part of a higher mission. Most of the support from religious groups has come from individuals who have responded to the call by actively supporting local volunteer literacy programs.

OPERATION OF LITERACY PROGRAMS

Several religious organizations in Michigan manage and support their own literacy programs. These centers recruit, train, and support tutors and students. Some examples are:

Good Samaritan Center, Holland
Dominican Literacy Center, Detroit
Christ Episcopal Outreach Center, Flint
Michigan Catholic Health System's Infant Mortality Project, Highland Park
Church of God in Christ, Benton Harbor (Homeless Literacy Project)
Plymouth Congregational Church, Plymouth

OTHER CONTRIBUTIONS

Scores of other religious organizations support literacy efforts in their own communities. A common contribution is space—workshop space, meeting space, and tutoring rooms. The First Congregational Church in Benton Harbor and Love, Inc. of Muskegon County have contributed office space to their local volunteer projects.

In addition, many religious organizations recruit tutors and students from their congregations. Scores of religious organizations have donated administrative assistance, materials, refreshments, newsletter space, financial support, and miscellaneous services to literacy groups.

Scores of religious organizations have donated administrative assistance, materials, refreshments, newsletter space, financial support, and miscellaneous services to literacy groups.

PROMOTION

Early in the Literacy Initiative, a task force of religious leaders and literacy providers was formed to develop specific strategies for increasing the awareness and participation of the religious community in the literacy effort. This task force helped supply the publicity and coordination for literacy activities in the religious community.

Literacy Sunday

Every year during Literacy Action Month, religious leaders in Michigan were asked to observe Literacy Sunday by discussing the subject with their congregations, by recruiting students and tutors, and by supporting local literacy projects with services and funding.

Every year during Literacy Action Month, religious leaders in Michigan were asked to observe Literacy Sunday.

The Literacy Initiative, in conjunction with Project Literacy U. S., promoted Literacy Sunday and distributed packets of information and suggested activities. A multitude of churches responded with various types of support. Dozens of newspapers covered the project.

Detroit Prayer Breakfast

In 1987, over one hundred religious leaders of Detroit attended the Prayer Breakfast, a literacy awareness event co-sponsored by New Detroit, Inc., Opportunities Industrialization Centers, Friends of the Detroit Public Library, the Detroit Public Schools, and the Michigan Department of Education. Evaluation forms indicated that attending religious leaders intended to promote literacy and to provide support services.

NATIONAL MISSIONS

Several national religious organizations have adopted literacy as a mission. Local chapters of these groups support the mission by participating in local literacy projects. Some of these national organizations are:

Church Women United
Lutheran Church Women
National Christian Youth Council
National Council of Churches (representing 32 denominations)
Presbyterian Church
United Methodist Church
United Methodist Women
Women of the Evangelical Lutheran Church in America
Michigan Catholic Conference

PROGRAMS FOR SPECIAL POPULATIONS

OVERVIEW

Programs for special populations have been developed by Adult Basic Education programs, by volunteer literacy groups, by institutions, and by combinations of these.

ENGLISH AS A SECOND LANGUAGE

Three English as a Second Language programs were cited for Exemplary Status.

English as a Second Language (ESL) classes are designed to teach English to those whose native language is not English. Approximately seventy adult education programs offer ESL classes. Three ESL programs were cited for Exemplary Status by the Aguirre Consultant Firm through the United States Department of Education.

Many volunteer tutoring programs also serve ESL students. At least four volunteer programs have offered special tutor training sessions or in-service workshops for tutors to learn to work with ESL students.

MIGRANT LITERACY

Some volunteer literacy programs have opened literacy centers at migrant camps. The Literacy Volunteers of America—**Capital Area** Literacy Coalition has literacy trailers set up at two migrant camps.

Lenawee County volunteer tutors worked with migrant workers at camps. Later, the Lenawee County Adult Education Consortium established three migrant literacy sites, one at a camp and two close to camps. Lenawee volunteers assisted in classrooms.

The Good Samaritan Center in **Holland** operates a migrant tutoring program at the camps during the season.

Another advancement in assisting migrants is the Portable Assisted Study Sequence (PASS) program, designed to allow migrants to take courses that are standardized from site to site. A student can begin a course at site A, take a test at site B, and finish the course at site C. The **Newaygo** School district uses the mini-PASS semi-correspondence course for its upper-level ABE students. Teacher contact is required twice each week.

THE INCARCERATED

With the rate of functional illiteracy in the prison system estimated at 60% and the cost of housing inmates whose incarceration has been linked to illiteracy estimated at $6.6 billion nationally, prisons and jails provide a major incentive and opportunity to increase literacy rates.

Prison Programs

The Michigan Department of Corrections had been operating educational programs in Michigan prisons prior to the Literacy Initiative. One component that expanded as a result of the Initiative was tutoring: both outside tutoring (volunteers from outside the prison) and peer tutoring (inmate to inmate). The current status is indicated in the chart.

SERVICE OFFERED	PRISONS
Adult education classes	all 35 prisons
Tutoring by community volunteers	11 prisons
Tutoring by peer inmates	20 prisons

Inmate Quotes

"If you can read and get some skills, maybe you won't end up back here."

"In the penitentiary, men are reduced to numbers; often self-esteem and self-worth are nil. The (peer tutoring) program gave me personal satisfaction in that I helped fellow men learn a skill that so many of us take for granted. In the process, **I started feeling good about myself.** I know that I am someone, that I can be productive and contribute, and that I am more than just a number. (inmate tutor)

"Learning to read is one of the best ways to **break that prison merry-go-round** and change this from what some call a Frankenstein factory to something that gives people some skills." (inmate tutor)

"We are feeling 100% better—him for the improvements he has made; me, just knowing I have helped someone." (inmate tutor)

Jail Programs

In contrast to Michigan prisons, jails have no centralized educational controlling agency. Many jails, however, have initiated their own programs in cooperation with local adult education departments and with local volunteer literacy programs.

SERVICE OFFERED	JAILS
Adult education classes	67 jails
Tutoring by community volunteers	11 jails
Tutoring by peer inmates	2 jails
Tutoring to youth at juvenile centers	2 centers

FAMILY LITERACY

The goal of family literacy projects is to break the cycle in which illiterate parents raise illiterate children. In Michigan, a variety of types of family literacy projects are developing, as indicated in the chart.

COMPONENT	DESCRIPTION	LOCATION
Maternity Ward	Reading packets are distributed to new and expectant parents. Packets may contain books for the baby, reading tips, literacy referral information, book coupons, and book lists.	Ionia County, Lansing, Grand Rapids
Head Start	Parents and relatives of Head Start children learn to nurture their children's reading skills. Some programs include story hours, trips to the library, consulting services, free books, and a library at the Head Start site. Parent literacy instruction or referral is offered.	Allegan, Jackson, Hillsdale, Ingham, Wayne, Macomb, and Oakland Counties
Library Programs	Family Literacy Centers at five Detroit libraries offer drop-in instruction through tutoring, videos, computers, and written material. In "Family Time" sessions at Lansing libraries, parents learn about the library and discuss problems with reading specialists. Transportation and child care are provided.	Detroit, Lansing
Classes for Parents	Parents receive instruction in helping their pre-school children with reading readiness skills. Lapeer County provides free books, transportation, and child care.	Baraga, Lapeer, and Oakland Counties
Parents and Children Together (PACT)	Parents and pre-schoolers attend joint educational and social activities that reinforce joint learning, positive discipline, active communication, and the parent role as teacher.	Gratiot, Ionia, and Jackson Counties; Detroit, Saginaw, Plymouth-Canton
Next Door Classes	Parents attend basic reading classes while their children attend separate pre-reading classes next door.	Many school districts
Home Visits	During home visits each week, parenting skills are reinforced and child development skills are demonstrated and practiced.	Baraga County
Special Sites	Volunteer tutors offer on-site literacy assistance to parents in housing projects, at domestic abuse centers, and at migrant camps. Information on family learning is included.	Clinton, Ingham, Eaton, Macomb, Wayne Counties
Special Parents	• Foster parents in Detroit learn to tutor adolescents in their care. • Immigrant parents in Hamtramck receive instruction in English, citizenship, acculturation, and parenting. • New mothers at risk in Highland Park and Detroit receive tutoring, educational counseling, and parenting assistance.	Detroit, Hamtramck, Highland Park
Drop-out Prevention	Grade school youngsters with perfect attendance receive donated gift certificates from Big Boy's or McDonald's.	Lapeer County
Book Drives	The community contributes new and used books for children and for adult new readers. The books are distributed to at-risk families and to organizations that serve at-risk families.	Ingham, Isabella, Washtenaw, Kalamazoo, and Jackson Counties

THE HOMELESS

In 1988, the Michigan State Board of Education received a federal grant for $335,000 through the Stewart B. McKinney Homeless Literacy Act. This grant, administered through the office of Adult Extended Learning Services, helped establish Literacy Resource Centers in homeless shelters in Detroit, Ann Arbor, Ypsilanti, East Lansing, Grand Rapids, Benton Harbor, and Flint. Some sites provide formal class instruction with a specific curriculum; other sites provide informal tutoring and assistance.

The Homeless grant helped establish Literacy Resource Centers in homeless shelters in Detroit, Ann Arbor, Ypsilanti, East Lansing, Grand Rapids, Benton Harbor, and Flint.

Additional homeless sites in Wayne and Macomb Counties are financed by grants from other sources.

In 1990 the Department of Education sponsored the first Michigan Conference on Homelessness, which featured family literacy, workplace literacy, and other literacy topics.

HEALTH-IMPAIRED

Adult Basic Education classes are being provided to over 40 nursing homes and mental health institutions. All programs are required to report student progress.

Detroit has literacy tutoring programs for substance abusers in treatment at Mariners Inn and at the New Life Home for Recovering Alcoholic Women. Detroit tutors also work with disabled workers at Goodwill Industries.

SENIOR CITIZENS

Senior citizens participate in literacy projects along with the general population. In addition, the Office of Services to the Aging is working with Adult Extended Learning Services to promote literacy for the older learner. A conference is being planned.

YOUTH

Several literacy projects, especially in Wayne County, focus on at-risk youth, homeless youth, Hispanic youth, incarcerated youth, pregnant youth, or teen parents.

CHILDREN

Although the focus of the Adult Literacy Initiative is, by definition, the adult, some local adult literacy organizations have initiated tutoring programs for children as side projects. Among them are the literacy projects in Niles and in the counties of Jackson, Benzie-Manistee, Mecosta, and Ingham.

ACHIEVEMENTS

OVERVIEW

This section outlines some of the highlights of Michigan's Adult Literacy Initiative. Many of these projects involved collaboration among various literacy providers.

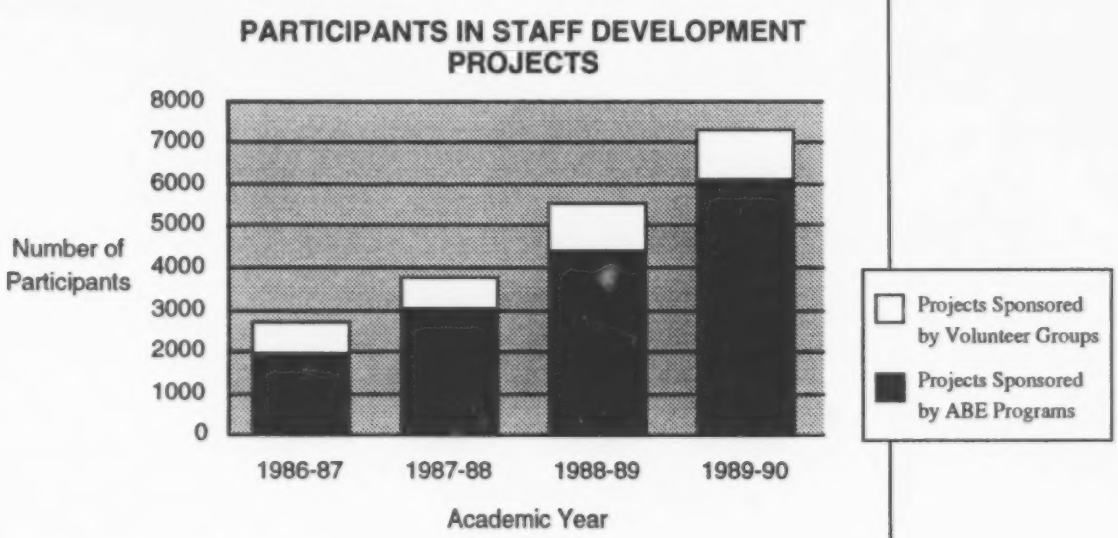
STAFF DEVELOPMENT COLLABORATIVE GRANTS

Staff Development Collaborative grants are offered by the Michigan Department of Education for research, curriculum development, workshops, or other activities that improve the skills of teachers and tutors. Small incentive grants and large area/statewide grants are available to school districts and other organizations.

By adding literacy to the list of Staff Development priorities, the Department of Education made grants available for tutor training and other new activities related to literacy.

The graph below shows the dramatic increase in participation in Staff Development projects initiated both by Adult Basic Education programs and by volunteer literacy organizations.

The level of participation in Staff Development projects increased dramatically.



JOB TRAINING PARTNERSHIP ACT (JTPA)

The purpose of the federal Job Training Partnership Act (JTPA) is to provide training, support services, and job-search assistance to low-income and long-term unemployed individuals. JTPA programs are approved in each of Michigan's twenty-six Service Delivery Areas by local Private Industry Councils (PICs). PICs include representatives from business, industry, education, unemployment offices, organized labor, rehabilitation, economic development, local government, and other agencies.

From the JTPA Title IIA budget, 8% is set aside specifically for education under the State Education Coordination and Grants Program administered by the Michigan Department of Education. The State Board of Education has established local Designated Educational Planning Entities (DEPEs) to help Private Industry Councils design and focus the 8% allocation in each Service Delivery Area.

JTPA funds have been used to support literacy in two ways: directly, through grants to volunteer literacy programs, and indirectly, through other job training programs that include basic skills training components.

These "8% set-aside" funds have been used to support literacy in two ways: directly, through grants to volunteer literacy programs, and indirectly, through other job training programs that include basic skills training components.

JTPA funds that are granted directly to literacy programs support tutoring services for students who meet JTPA eligibility criteria. These students are thus linked to employment and training services when appropriate. Tutors receive necessary specialized resource information.

Most literacy programs tutor these adults until their literacy skills reach a level adequate for JTPA services. These services include, among others, occupational assessment, employability skills, job-specific training, and/or job placement services.

Local literacy programs benefiting directly from JTPA funds:

READ: Reading for Adults (Alpena County)
Bluewater Library Federation (St. Clair County area)
Cass City Literacy Program (Tuscola County)
Crawford AuSable Literacy Network
Huron Efforts for Literacy Progress
Literacy Volunteers of America—Capital Area Literacy Coalition
Macomb Literacy Project
Oakland Literacy Council/Oakland Schools
St. Clair County Literacy Project
Sanilac Literacy Project
Volunteer Tutors Association (Lapeer County)

LITERACY CONFERENCES

State Conferences

The annual State Literacy Conference brings together tutors, teachers, students, literacy coordinators, librarians, and other literacy supporters. Primary responsibility rotates annually among the four co-sponsors:

- Michigan State Board of Education
- Michigan Literacy, Inc.
- Library of Michigan (since 1987)
- Michigan Institute for Adult Learning and Literacy (since 1989)

Primary responsibility for the State Literacy Conference rotates annually among the four co-sponsors.

Other statewide conferences and workshops were held over the course of the Initiative:

- The annual Dissemination Conference, sponsored by the Michigan Department of Education, offered literacy-related topics in various sessions.
- In 1988 the Department of Education sponsored a two-day program management workshop for literacy coordinators.
- In 1990 the Literacy Volunteers of America—Capital Area Literacy Coalition sponsored a state-wide conference on literacy diagnosis.

Literacy was also highlighted in sessions at conferences of related organizations:

- Coalition of Adult, Community, and Continuing Education Organizations
- Correctional Education Association (CEA)
- Michigan Alliance of Adult Education Curriculum Personnel (The "Curriculum Connection")
- Michigan Association of Adult and Continuing Education (MAACE)
- Michigan Association of Community and Adult Education (MACAE)
- Michigan Library Association (MLA)
- Michigan Council on Learning for Adults (MCLA)
- Michigan Reading Association (MRA)

Local Conferences and workshops

Many literacy programs sponsor regional or local literacy conferences and in-service training sessions for active tutors and teachers. Some conferences are conducted on an annual or biannual basis.

Typical topics include teaching strategies for reading and writing—as well as special skills for students who learn differently, students seeking employment, and students for whom English is a second language.

Workshops in managerial topics such as program management, student/tutor recruitment, and fundraising have also been conducted.

MICHIGAN METHOD

The Michigan Method of tutor training began as an effort to combine the best of the two national methods, the Laubach method and the LVA (Literacy Volunteers of America) method. The Department of Education provided a grant to Michigan Literacy, Inc. to develop the new program.

The first edition of the tutor handbook *LITSTART* was published in 1986 and tutor workshops began around the state. In 1987 MLI developed a trainers handbook and conducted four workshops to train tutor trainers. The Michigan Method was used as the basis for the *Learn To Read* instructional TV series developed by WXYZ-TV in Detroit.

The Michigan Method was used as the basis for the* Learn To Read *instructional TV series developed by WXYZ-TV in Detroit.

As the Michigan Method progressed, it developed beyond the boundaries of either of its two parent methods. In 1989, a second version of *LITSTART* was published focusing on strategies from the "Michigan definition of reading." The Michigan definition, adopted by the Michigan Board of Education, emphasizes reading as an interaction between the text, the reader, and the context of the reading situation. *LITSTART, 2nd Edition,* won the 1990 Advancement of Literacy Award from the Public Library Association.

Thousands of copies of *LITSTART* have been used in tutor training workshops. Proceeds have helped support Michigan Literacy, Inc. In 1990, MLI transferred the rights for out-of-state distribution of *LITSTART* to New Readers Press. MLI retains the distribution rights within Michigan.

LITERACY HOTLINE

The hotline staff responds to over 3000 inquiries annually.

In 1987, the Michigan Board of Education received a grant from the Dayton Hudson Department Store Company to implement a statewide literacy and dropout hotline. The phone number (1-800-537-2836) has been widely publicized on television, in newspapers, in literacy publicity material, and even in commercial business ads. The hotline staff responds to over 3000 inquiries annually.

In addition, the Contact Literacy Center, a national literacy referral agency, has sent thousands of referrals to Michigan literacy providers.

NATIONAL ISSUES FORUMS

The National Issues Forums (NIF) program was established to promote the open discussion of controversial issues such as abortion, drug abuse, and pollution. Each year, pro and con issue books on three selected topics are distributed, the issues are discussed in local study circles nationwide, and the results are presented to Congress.

In 1987, at the invitation of the Kettering Foundation, Michigan joined a national NIF Outreach Initiative to involve adult new readers in NIF discussions using abridged NIF issue books. With support from the John D. and Catherine T. MacArthur Foundation, the Michigan Department of Education conducted NIF leadership training seminars throughout the state.

Since the inception of the Michigan NIF Outreach Initiative, over 50 NIF discussion events involving adult new readers have been conducted. NIF programs are active in volunteer tutoring organizations and Adult Basic Education programs in **Alpena, Detroit, Grayling, Kalamazoo, Marquette, Mt. Clemens, Onaway, Portland,** and **Traverse City**. In addition, the Department of Corrections sponsors NIF events regularly for prison inmates.

Michigan's success with the NIF project put the state in the national spotlight.

Michigan's success with the NIF Outreach Initiative put the state in the national spotlight. The NIF Initiative, featured at national conferences and summarized in a program produced by WCMU-TV, proved the potential of leadership development among adult new readers. In addition, the NIF Initiative was the catalyst for the inspirational Michigan Student Leadership Academy conducted in 1991.

ADULT LEARNERS' LEADERSHIP ACADEMY

In April 1991, adult new readers from across the state assembled at the first annual Leadership Academy to share their ideas and visions and to develop recommendations for the Literacy Initiative. The 60 recommendations, dealing with curriculum, classroom management, publicity, support services, and administration, are being disseminated statewide.

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The Leadership Academy was hailed by many participants as thought-provoking and inspiring. Although conducted after the time period covered by this report, the Leadership Academy represents a culmination of new reader development and the beginning of a new era of student involvement in literacy administration.

MICHIGAN INSTITUTE FOR ADULT LEARNING AND LITERACY

The Michigan Institute for Adult Learning and Literacy researches techniques for teaching adults, develops curriculum materials, and provides training on adult education methods. The Institute serves adult education teachers, administrators, volunteer tutors, and human resource development personnel throughout the state.

The Michigan Center for Adult Learning and Literacy, the predecessor of the Institute, served as a clearinghouse for adult education information for two years before the opening of the Institute in 1989. The new Institute absorbed the functions of the Center in its broader mission.

Accomplishments

These are the major accomplishments of the Institute and its predecessor, the Center:

- Established a Resource Materials Lending Library.
- Compiled and published the "Resource Directory of Adult Learning Practitioners."
- Developed and published a handbook on recruitment and retention.
- Conducted a series of one-day workshops on "Assessment to Placement: The Challenge for Adult Education."
- Conducted a forum in 1989 to develop goals for the Institute.
- Co-sponsored a literacy seminar at Mid-Michigan Community College in 1989.
- Conducted a Summer Institute in 1990 for thirty new adult education teachers.
- Co-sponsored the annual State Literacy Conference since 1989.
- Secured and began implementing a major federal grant to develop a workplace literacy program for General Motors.

LITERACY PROMOTION

Literacy Action Month

During the Initiative, the Michigan Board of Education declared September as Literacy Action Month. Literacy Action Month packets were prepared and distributed by the Department of Education, Michigan Literacy, Inc., and the Library of Michigan. The packets contained materials, suggestions, and information—including camera-ready flyers and advertisements—for local literacy programs to use in local promotional activities.

Barbara Bush

First Lady Barbara Bush visited Michigan at least three times in the name of literacy and wrote dozens of letters of support to individuals and to literacy organizations. Publication of these events by the media has added to public awareness and public support.

Macomb Improv Players

The Macomb Improv Players promote literacy awareness by performing skits about problems of adults who are functionally illiterate. The Improv Players have performed at numerous conferences and special events.

Videos

Promotional videos were produced by several literacy programs, including Lapeer, Cheboygan, Monroe, Lapeer, Macomb, Kent, and Otsego Counties and Wayne-Westland.

Booths at Festivals

Local literacy providers staffed promotional booths at more than twenty different art fairs, county fairs, ethnic festivals, and other similar events across the state.

National Promotion

Michigan's efforts were enhanced by national promotion by the Coalition for Literacy, The Advertising Council, and other agencies.

Cartoonists Across America

Cartoonists Across America is a group of cartoon artists and writers who toured the country promoting literacy by painting murals. The murals feature dinosaurs reading books in a local setting with the caption "Read. Avoid Extinction." Several communities received the services of Cartoonists Across America and have their own personalized murals as a permanent promotional remembrance.

FUNDRAISING EVENTS

Since each local volunteer tutoring program is responsible for its own financial survival, fundraising techniques of every variety have been used throughout the state. Such special events supplement other income from grants, the United Way, membership drives, and private donations. Examples are listed on these two pages.

Raffles

- Computer and shopping spree (Literacy Volunteers of America–Capital Area Literacy Coalition—raised $7000)
- Trip to England and shopping spree (LVA–Capital Area Literacy Coalition—$4000)
- Quilt (Branch County Literacy Council—raised $200)

Sales

- Rummage Sale (St. Joseph/Benton Harbor)
- Bake Sale (Barry County Literacy Council and LVA–Capital Area Literacy Coalition)
- Book Sale (Portland: 2500 books sold semiannually in a community of 4000)
- Christmas ornaments (Civitan in Niles—raised $200)
- Fruit Sale (St. Joseph/Benton Harbor—raised $90)
- Food sale at booth at sports arena (Lapeer)
- Yogurt sale at Applefest (Branch County)
- T-shirts (Michigan Literacy Inc., Alpena, Ionia County, and St. Joseph/Benton Harbor)
- *LITSTART* tutor training handbooks (Michigan Literacy, Inc.)
- Christmas Big Book sale (Portland Jaycees—raised $100)
- Tote bags (Michigan Literacy, Inc.)

Auctions

- The Mount Clemens Rotary Club sponsored the Macomb Reading Partners (MRP) in the Rotary Club's annual charity auction. Proceeds from items donated in the name of MRP were contributed to MRP, resulting in $11,500 in 1990.
- The Plymouth Newcomers Club held an art auction to benefit literacy.

BINGO

- The Adult Literacy Council in Niles raises $400 to $500 every week.

Theatrical Benefit Performances

- The Macomb Reading Partners
- LVA—Capital Area Literacy Coalition
- Kent County Literacy Council
- The Oakland County Literacy Project raised $6000.

Memorials

- The Literacy Council of Calhoun County places donation envelopes in funeral parlors. Families can elect to name the literacy council as a preferred charity.

Walk-a-thons

- The Plymouth/Canton Rotary Club sponsored an annual Walk/Run for Literacy.
- The Detroit Literacy Coalition raised $5000 at its walk-a-thon.

Guest Speakers

- Jonathan Kozol, author of *Illiterate America* (Adult Literacy Council, Niles)
- Astronaut David Leetsma (Project Literacy of Muskegon and Oceana Counties)
- Robert Laubach of Laubach Literacy International (Literacy Council of Calhoun County and the Volunteer Tutors Association, Lapeer County)

Unusual Fundraising Events

Bike across America	Ed Duesbout, a 63-year-old volunteer tutor from Alpena, bicycled from Los Angeles to Alpena (2800 miles) in two months to raise pledges and to publicize literacy.
World's Greatest Dessert Party	The Literacy Council of Midland County raises $7000 to $13,000 at this annual event. Desserts are donated by local restaurants, schools, and merchants. Local businesses pay $100 to be listed as sponsors. Admission tickets are $10. Live musical entertainment is featured.
Las Vegas Night	The Cass County Literacy Council shared the proceeds with the Dowagiac Schools.
Literacy on the Bounty	When the HMS Bounty from the movie *Mutiny on the Bounty* was in Detroit, Literacy Volunteers of America in Detroit hosted a gala reception and raised $30,000.
Corporate Spelling Bee	Corporations in Jackson send teams to participate in this friendly competition. Entry fees generate $1500 at this annual event.
Photo Session with Santa	Branch County raised $180.
Ice Man	Volunteer Tutors Association (Lapeer) raised $600 in pledges thanks to a disk jockey from WGGZ who spent 33 hours in a block of ice.
Pizza Waiters	In Otsego County, the Gaylord Jaycees served as waiters one evening at the local Pizza Hut and donated all their tips to the local volunteer literacy project.
Christmas Gift Wrapping	Cass County volunteers earned $175 wrapping and storing Christmas gifts for shoppers.
Shoot for Literacy	Eastern Michigan University Basketball Booster Club raised $400 for literacy at this benefit game.
Literacy Tupperware Tea	Portland raised $50 (10% of sales).
Class reunion	Members of the Saginaw Class of 1934 donated $500 to literacy in lieu of buying party favors for their class reunion.

SPECIAL SUPPORT SERVICES

Many adult education programs offer **child care** on site and **transportation** assistance.

Free vision testing has been offered in Ingham, Wayne, Oakland, and Berrien Counties through the generosity of local optometrists and optometry organizations.

Mecosta and Otsego Counties both provide **mileage reimbursement** to their senior tutors through the Retired Senior Volunteer Program.

ADULT LEARNERS WRITING CONTESTS

In 1988 the Michigan Department of Education sponsored a statewide writing contest for adult new readers. From 756 entries, three winners were selected.

The Adult Literacy Council in Niles honored six winners from a local writing contest. In addition, an Alpena student was the Michigan winner of the LVA Book Competition in 1989.

STUDENT RECOGNITION

Basic reading programs often recognize the efforts and progress of their students with daily praise and periodic certificates. Some literacy newsletters publicize student achievements. Many programs sponsor annual recognition events, some with plaques for student of the year.

Some programs honor students with gifts:

- A **dictionary** after one year of study in Washtenaw County.
- A one-year **newspaper subscription**, donated by the local paper, in Lapeer County.
- Two passes to the **movie theater or bowling alley** after 20 hours of instruction in Midland County.
- A **gift** each year in Oakland County.

The Department of Education presented plaques to the outstanding student, the outstanding teacher, the outstanding tutor, and the outstanding literacy supporter in each literacy region.

AWARDS

In 1987 the Department of Education presented certificates of recognition to five thousand tutors and literacy supporters. Also, at the 1987 State Literacy Conference, the Department presented plaques to the outstanding teacher, the outstanding tutor, and the outstanding literacy supporter in each literacy region. In 1988 the category of outstanding student was added.

In addition, several individuals and organizations received awards from their communities.

SUMMARY

ACHIEVEMENTS

The achievements of the Michigan Adult Literacy Initiative can be measured in terms of the original objectives, in terms of the students, and in terms of the collaborators.

A. Original Objectives

The three original objectives of the Initiative, focusing primarily on the tutoring program, have been achieved many times over:

1985 OBJECTIVES	1990 STATUS
1. Raise the level of awareness of the scope of illiteracy problems in the state.	• Millions of Michigan residents are now aware; tens of thousands are working toward the solution.
2. Develop comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy.	• A vast network of public and private agencies now supports literacy through instruction, program management, publicity, funding, and support services. Volunteer literacy programs have increased by 550%. Literacy assistance is reasonably accessible to every Michigan citizen.
3. Recruit and train 3000 volunteers to assist in the literacy effort.	• Well over 3000 tutors have been trained, and over 20,000 tutor-years of service have been documented.

B. Students

Local assessments of student progress and countless student testimonials over the course of the Literacy Initiative have indicated that the Initiative has had a significant impact on tens of thousands of adult students.

Many have not only improved their reading ability, but they have also made significant advancements in employability, family management skills, social skills, and self-esteem. Many new readers experienced profound change in their lives.

C. Collaborators

ACHIEVEMENTS OF THE LITERACY COLLABORATORS	
Adult Basic Education	ABE enhanced its curriculum, expanded its services, tripled its use of support tutors, and increased its annual enrollment by 17%. ABE logged almost 300,000 student-years* over the five-year period.
Tutoring Programs	As the primary focus of the Literacy Initiative, volunteer tutoring programs expanded by over 500% in terms of tutors, students, and organizations. More than 20,000 student-years* were logged. Tests indicated that a typical student makes more than one year of progress with only 35 hours of tutoring.
Libraries	More than 150 libraries supported literacy by establishing special book collections, serving as fiscal agents, or providing office space to volunteer literacy programs. Libraries served as a conduit for more than $2 million in literacy grant funds.
Students	Besides achieving academic progress, many new readers became literacy advocates, speaking and writing about their experiences.
Government Agencies	In addition to the Michigan Department of Education and local school districts, dozens of state and local agencies provided support and referrals to literacy programs. Three state departments mandated literacy instruction for their program participants.
Colleges and Universities	Community colleges enrolled over 30,000 students in reading programs. At least 42 colleges and universities provided technical assistance and in-kind services statewide.
Business, Industry, and Labor	At least 22 businesses established literacy programs in the workplace, and hundreds supported literacy with contributions of goods and services, including at least 51 businesses which donated over $1000.
The Media	Every ABC and PBS affiliate in Michigan participated in the PLUS campaign, producing and airing documentaries, telethons, public service announcements, news items, and an instructional series. Over 125 newspapers and other media provided additional publicity through news items, feature stories, and financial contributions.
Community-Based Organizations	In addition to the vital contributions of CBOs dedicated exclusively to literacy, over 60 other CBOs contributed volunteer time, materials, office space, and financial support to literacy programs.
Foundations	At least 25 private and community foundations provided financial support.
Religious Organizations	Scores of churches and other religious organizations provided volunteer time, recruitment, and financial support to literacy efforts.

*One student-year is the equivalent of one student attending for one year.

FUTURE NEEDS

Although much has been achieved, much remains to be accomplished. Thousands of students have yet to be recruited; existing services can be expanded and improved; and networks need continuing reinforcement and nurturing.

CONCLUSIONS

The dramatic success of the Michigan Adult Literacy Initiative has profoundly reshaped the approach to reducing adult illiteracy in Michigan by demonstrating that collaboration is the key to effective delivery of literacy services. The contributions of the many literacy partners—

Adult Basic Education,
Volunteer Tutoring Organizations,
Libraries,
Students,
Government Agencies,
Colleges and Universities,
Business, Industry, and Labor,
The Media,
Community-Based Organizations,
Foundations, and
Religious Organizations

—have established a model for continued progress toward the ultimate goal of a literate and capable Michigan citizenry.

The dramatic success of the Michigan Adult Literacy Initiative has profoundly reshaped the approach to reducing adult illiteracy in Michigan.

MICHIGAN ADULT LITERACY INITIATIVE, 1985-1990

State Literacy Coordinators

LaDon Gustafson
Gloria Grady Mills*
Sharon Panchuk
Sandra Ritter

Regional Literacy Facilitators

Region 1	Linda Bejma Marsha DeVergilio*	Region 7	Judith Banfield* Candyce Williams
Region 2	Cathryn Weiss*	Region 8	Alice Beery* Susan Ledy*
Region 3	Janice Session* Wilzetta Williams		Barbara Mannino Debra Warwick
Region 4	Sandra Broner-Hall Daphne Ntiri* Cynthia Williams	Region 9	Dorothy Durst Elizabeth Jackson* Marilee Mills
Region 5	Lois Bader* Patricia Frey* Lonnie McIntyre James Turner	Region 10	Jane Chickering Virginia Watson*
		Region 11	Michael Bennett Judith Heard Gayle Maki Carole Prisk* William Sutter*
Region 6	Mary Jo Nye* Elaine Snyder		

Publicity Information Facilitator

Lew Saks*

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* = Current representative

MICHIGAN STATE BOARD OF EDUCATION
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